

ELA.8.R.1 Reading Prose and Poetry

Literary Elements

8 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 8
<p>ELA.8.R.1.1: Analyze the interaction between character development, setting, and plot in a literary text.</p>	<p>Chapter 2 Comparing the Themes, Style, and Structure of Multiple Texts Preview Concepts/Chapter Goals/Making Connections—pp. 32–33</p> <ul style="list-style-type: none"> ▪ <i>The House on Mango Street</i> by Sandra Cisneros (excerpt/novel) <p>First Read: Analyzing Theme—pp. 34–39 Second Read: Analyzing How Structure Reveals Character—pp. 39–41</p> <p>Chapter 11 Responding to Frame Narratives Preview Concepts/Chapter Goals/Making Connections—pp. 266–267</p> <ul style="list-style-type: none"> ▪ <i>The Wrath and the Dawn</i> by Renée Ahdieh (excerpt/novel) <p>First Read: Examining How Dialogue Propels Plot—pp. 268–278 Second Read: Recognizing Dramatic Irony—pp. 279–280 Third Read: Understanding the Purpose of a Story Within a Story—pp. 281–283</p> <p>Chapter 12 Analyzing Storytelling Techniques Preview Concepts/Chapter Goals/Making Connections—pp. 289–290</p> <ul style="list-style-type: none"> ▪ “<i>Jeremiah’s Song</i>” by Walter Dean Myers (excerpt/short story) <p>First Read: How Dialogue Reveals Character—pp. 291–294 Second Read: Recognizing the Effects of Figurative Language—pp. 294–295 Third Read: Identifying the Role of Minor Characters—pp. 295–297</p> <p>Chapter 14 Identifying Central Ideas and Point of View Preview Concepts/Chapter Goals/Making Connections—pp. 322–323</p> <ul style="list-style-type: none"> ▪ <i>The Riddle of the Rosetta Stone: Key to Ancient Egypt</i> by James Cross Giblin (excerpt/nonfiction) <p>Second Read: Recognizing Connections Among Events and People—pp. 329–330</p> <p>Chapter 15 How Stories Engage the Reader Preview Concepts/Chapter Goals/Making Connections—pp. 339–340</p> <ul style="list-style-type: none"> ▪ <i>How I Came to Be a Writer</i> by Phyllis Reynolds Naylor (excerpt/memoir) <p>Second Read: Identifying Events that Reveal Character—pp. 341–342</p> <p>Chapter 16 Analyzing and Comparing Themes Preview Concepts/Chapter Goals/Making Connections—pp. 366–367</p> <ul style="list-style-type: none"> ▪ <i>Stargirl</i> by Jerry Spinelli (excerpt/novel) ▪ “<i>The Drum</i>” by Nikki Giovanni (poetry) <p>First Read: Analyzing Character Interaction—pp. 368–373</p> <p>Chapter 17 Analyzing Elements of a Play Preview Concepts/Chapter Goals/Making Connections—pp. 383–384</p> <ul style="list-style-type: none"> ▪ “<i>Pandora’s Box: How Curiosity Unleashed Evil into the World</i>” by Spencer Kayden (excerpt/play) <p>First Read: Analyzing Characters’ Motivations—pp. 385–392 Second Read: Analyzing the Structure of a Play—pp. 393–394 Third Read: Understanding Dramatic Effect—pp. 395–396</p>

ELA.8.R.1 Reading Prose and Poetry

Theme

Benchmark Clarifications

- Clarification 1: For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author’s message.
- Clarification 2: Students should continue to work with the concept of universal themes, although mastery isn’t expected until 9th grade. A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual’s or a community’s confrontation with nature; an individual’s struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.
- Clarification 3: The themes being analyzed may be in the same or multiple literary texts.

8 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 8
<p>ELA.8.R.1.2: Analyze two or more themes and their development throughout a literary text.</p>	<p>Chapter 1 Analyzing Symbolism and Structure Preview Concepts/Chapter Goals/Making Connections—pp. 8–9</p> <ul style="list-style-type: none"> ▪ <i>“Inside Out and Back Again” by Thannha Lai (excerpt/poetry)</i> First Read: Making Inferences—pp. 10–20 Second Read: Analyzing Symbolism and Theme—pp. 20–22 Third Read: Analyzing How Structure Contributes to Meaning—pp. 22–26 <p>Chapter 2 Comparing the Themes, Style, and Structure of Multiple Texts Preview Concepts/Chapter Goals/Making Connections—pp. 32–33</p> <ul style="list-style-type: none"> ▪ <i>The House on Mango Street by Sandra Cisneros (excerpt/novel)</i> First Read: Analyzing Theme—pp. 34–39 Second Read: Analyzing How Structure Reveals Character—pp. 39–41 Third Read: Comparing the Themes, Style, and Structure of Multiple Texts—pp. 42–47 <p>Chapter 16 Analyzing and Comparing Themes Preview Concepts/Chapter Goals/Making Connections—pp. 366–367</p> <ul style="list-style-type: none"> ▪ <i>Stargirl by Jerry Spinelli (excerpt/novel)</i> ▪ <i>“The Drum” by Nikki Giovanni (poetry)</i> <p>First Read: Analyzing Character Interaction—pp. 368–373 Second Read: Determining Theme—pp. 374–375 Third Read: Comparing Themes—pp. 375–377</p>

Perspective and Point of View

Benchmark Clarifications

- Clarification 1: The term perspective means “a particular attitude toward or way of regarding something.” The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.

8 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 8
<p>ELA.8.R.1.3: Analyze how an author develops and individualizes the perspectives of different characters.</p>	<p>Chapter 3 Analyzing Authors’ Points of View and Purposes Preview Concepts/Chapter Goals/Making Connections—pp. 53–54</p> <ul style="list-style-type: none"> ▪ <i>“Kimchee and Corn Bread” by Helie Lee and Stephanie Covington (excerpt/article)</i> First Read: Analyzing Allusions—pp. 55–62 Second Read: Author’s Points of View—pp. 63–64 Third Read: Author’s Purpose—pp. 64–68 <p style="text-align: right;"><i>continued</i></p>

ELA.8.R.1 Reading Prose and Poetry

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8 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 8
	<p>Chapter 14 Identifying Central Ideas and Point of View Preview Concepts/Chapter Goals/Making Connections—pp. 322–323</p> <ul style="list-style-type: none"> <i>The Riddle of the Rosetta Stone: Key to Ancient Egypt</i> by James Cross Giblin (excerpt/nonfiction) <p>First Read: Analyzing the Development of the Central Idea—pp. 324–329</p> <p>Second Read: Recognizing Connections Among Events and People—pp. 329–330</p> <p>Third Read: Determining the Author’s Point of View—pp. 330–330</p> <p>Chapter 18 Analyzing a Primary Source for Tone and Point of View Preview Concepts/Chapter Goals/Making Connections—pp. 402–403</p> <ul style="list-style-type: none"> <i>“I would have preferred to carry through”</i> Richard M. Nixon’s Presidential Resignation Speech, August 8, 1974 (speech) <i>“Nixon Resigns”</i> The New York Times August 9, 1974 by John Herbers (article) <p>First Read: Analyzing Central Ideas—pp. 404–409</p> <p>Second Read: Analyzing the Impact of Word Choice on Tone—pp. 409–411</p> <p>Third Read: Comparing Points of View in Primary Sources—pp. 412–415</p>

Poetry

Benchmark Clarifications

- Clarification 1: Structural elements for this benchmark are form, line length, white space, indentation, line breaks, and stanza breaks.
- Clarification 2: Sound can be created through the use of end rhyme, internal rhyme, slant rhyme, alliteration, assonance, consonance, onomatopoeia, repetition, and meter.
- Clarification 3: Imagery, as used here, refers to language and description that appeals to the five senses.
- Clarification 4: Figurative language types for this benchmark are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, allusion, and idiom. Other examples can be used in instruction.

8 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 8
<p>ELA.8.R.1.4: Analyze structure, sound, imagery, and figurative language in poetry.</p>	<p>Chapter 1 Analyzing Symbolism and Structure Preview Concepts/Chapter Goals/Making Connections—pp. 8–9</p> <ul style="list-style-type: none"> <i>“Inside Out and Back Again”</i> by Thannha Lai (excerpt/poetry) <p>First Read: Making Inferences—pp. 10–20</p> <p>Second Read: Analyzing Symbolism and Theme—pp. 20–22</p> <p>Third Read: Analyzing How Structure Contributes to Meaning—pp. 22–26</p> <p style="text-align: right;"><i>continued</i></p>

ELA.8.R.1 Reading Prose and Poetry

Poetry

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- Clarification 4: Figurative language types for this benchmark are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, allusion, and idiom. Other examples can be used in instruction.

8 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 8
	<p>Chapter 13 Reading Narrative Poetry Preview Concepts/Chapter Goals/Making Connections—pp. 303–304</p> <ul style="list-style-type: none"> ▪ <i>“Paul Revere’s Ride” by Henry Wadsworth Longfellow (excerpt/poetry)</i> <p>First Read: Summarizing Narrative Poetry—pp. 305–311 Second Read: Comparing and Contrasting Narrative Poetry and Prose—pp. 312–313 Third Read: Placing a Story into Cultural Context—pp. 313–315</p>

ELA.8.R.2 Reading Informational Text

Structure

8 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 8
<p>ELA.8.R.2.1: Analyze how individual text sections and/or features convey a purpose and/or meaning in texts.</p>	<p>Chapter 1 Analyzing Symbolism and Structure Preview Concepts/Chapter Goals/Making Connections—pp. 8–9</p> <ul style="list-style-type: none"> ▪ <i>“Inside Out and Back Again” by Thannha Lai (excerpt/poetry)</i> <p>Third Read: Analyzing How Structure Contributes to Meaning—pp. 22–26</p> <p>Chapter 2 Comparing the Themes, Style, and Structure of Multiple Texts Preview Concepts/Chapter Goals/Making Connections—pp. 32–33</p> <ul style="list-style-type: none"> ▪ <i>The House on Mango Street by Sandra Cisneros (excerpt/novel)</i> <p>Second Read: Analyzing How Structure Reveals Character—pp. 39–41 Third Read: Comparing the Themes, Style, and Structure of Multiple Texts—pp. 42–47</p> <p>Chapter 8 Comparing Portrayals of a Topic Preview Concepts/Chapter Goals/Making Connections—pp. 173–174</p> <ul style="list-style-type: none"> ▪ <i>“SmartThings Future Living Report” by Maggie Aderin-Pocock, Arthur Mamou-Mani, Toby Burgess, Linda Aitken, and Els Leclercq (excerpt/report)</i> <p>Second Read: Analyzing the Structure of a Paragraph—pp. 181–184</p> <p>Chapter 19 Evaluating Claims and Evidence Preview Concepts/Chapter Goals/Making Connections—pp. 422–423</p> <ul style="list-style-type: none"> ▪ <i>“Embarrassed? Blame Your Brain” by Jennifer Connor-Smith (excerpt/article)</i> <p>Second Read: Analyzing Structure—pp. 429–431</p>

ELA.8.R.2 Reading Informational Text

Central Idea

8 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 8
<p>ELA.8.R.2.2: Analyze two or more central ideas and their development throughout a text.</p>	<p>Chapter 4 Analyzing the Structure of a Speech Preview Concepts/Chapter Goals/Making Connections—pp. 74–73</p> <ul style="list-style-type: none"> ▪ <i>A More Perfect Union, March 18, 2008 by Senator Barack Obama (excerpt/speech)</i> First Read: Determining the Central Idea—pp. 76–83 <p>Chapter 10 Analyzing Conflicting Interpretations Preview Concepts/Chapter Goals/Making Connections—pp. 219–220</p> <ul style="list-style-type: none"> ▪ <i>“Crocodiles and Palm Trees in the Arctic? New Report Suggests Yes” by Marianne Lavelle, National Geographic (excerpt/report)</i> ▪ <i>“Global Warming Is a Myth” by Edmund Contoski (excerpt/article)</i> <p>First Read: Analyzing the Development of a Central Idea—pp. 221–225</p> <p>Chapter 14 Identifying Central Ideas and Point of View Preview Concepts/Chapter Goals/Making Connections—pp. 322–323</p> <ul style="list-style-type: none"> ▪ <i>The Riddle of the Rosetta Stone: Key to Ancient Egypt by James Cross Giblin (excerpt/nonfiction)</i> <p>First Read: Analyzing the Development of the Central Idea—pp. 324–329</p> <p>Chapter 18 Analyzing a Primary Source for Tone and Point of View Preview Concepts/Chapter Goals/Making Connections—pp. 402–403</p> <ul style="list-style-type: none"> ▪ <i>“I would have preferred to carry through” Richard M. Nixon’s Presidential Resignation Speech, August 8, 1974 (speech)</i> ▪ <i>“Nixon Resigns” The New York Times August 9, 1974 by John Herbers (article)</i> <p>First Read: Analyzing Central Ideas—pp. 404–409</p> <p>Chapter 20 Analyzing the Effectiveness of an Argument Preview Concepts/Chapter Goals/Making Connections—pp. 440–441</p> <ul style="list-style-type: none"> ▪ <i>“The Locked Door” by Malcolm Gladwell (informational)</i> <p>First Read: Determining Central Idea and Supporting Details—pp. 442–450</p>

Purpose and Perspective

Benchmark Clarifications

- Clarification 1: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.
- Clarification 2: Students will explain the appropriateness of appeals in achieving a purpose. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.
- Clarification 3: See Secondary Figurative Language.
- Clarification 4: See Rhetorical Appeals and Rhetorical Devices.

8 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 8
<p>ELA.8.R.2.3: Explain how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.</p>	<p>Chapter 3 Analyzing Authors’ Points of View and Purposes Preview Concepts/Chapter Goals/Making Connections—pp. 53–54</p> <ul style="list-style-type: none"> ▪ <i>“Kimchee and Corn Bread” by Helie Lee and Stephanie Covington (excerpt/article)</i> <p>First Read: Analyzing Allusions—pp. 55–62</p> <p style="text-align: right;"><i>continued</i></p>

ELA.8.R.2 Reading Informational Text

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- Clarification 4: See Rhetorical Appeals and Rhetorical Devices.

8 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 8
	<p>Second Read: Author’s Points of View—pp. 63–64 Third Read: Author’s Purpose—pp. 64–68</p> <p>Chapter 8 Comparing Portrayals of a Topic Preview Concepts/Chapter Goals/Making Connections—pp. 173–174</p> <ul style="list-style-type: none"> ▪ <i>“SmartThings Future Living Report”</i> by Maggie Aderin-Pocock, Arthur Mamou-Mani, Toby Burgess, Linda Aitken, and Els Leclercq (excerpt/report) <p>First Read: Supporting an Analysis with Evidence—pp. 175–181 Second Read: Analyzing the Structure of a Paragraph—pp. 181–184 Third Read: Evaluating Media Portrayals of a Topic—pp. 185–190</p>

Argument

Benchmark Clarifications

- Clarification 1: For more information on types of reasoning, see Types of Logical Reasoning.
- Clarification 2: Instruction in types of reasoning will include an introduction to fallacies in reasoning. Fallacies that are related to content, informal fallacies, will be the focus. See Fallacies in Reasoning (Informal).

8 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 8
<p>ELA.8.R.2.4: Track the development of an argument, analyzing the types of reasoning used and their effectiveness, identifying ways in which the argument could be improved.</p>	<p>Chapter 5 Evaluating Conflicting Arguments Preview Concepts/Chapter Goals/Making Connections—pp. 95–96</p> <ul style="list-style-type: none"> ▪ <i>“Assimilation Nation No More”</i> by Ed Feulner (excerpt/article) ▪ <i>“Common Arguments Against Immigration”</i> by Alex Nowrasteh (excerpt/article) <p>First Read: Defining Terms—pp. 97–101 Second Read: Evaluating an Argument—pp. 102–103 Third Read: Analyzing Conflicting Information—pp. 104–108</p> <p>Chapter 10 Analyzing Conflicting Interpretations Preview Concepts/Chapter Goals/Making Connections—pp. 219–220</p> <ul style="list-style-type: none"> ▪ <i>“Crocodiles and Palm Trees in the Arctic? New Report Suggests Yes”</i> by Marianne Lavelle, National Geographic (excerpt/report) ▪ <i>“Global Warming Is a Myth”</i> by Edmund Contoski (excerpt/article) <p>First Read: Analyzing the Development of a Central Idea—pp. 221–225 Second Read: Evaluating an Argument—pp. 225–232 Third Read: Analyzing Conflicting Interpretations—pp. 232–234</p> <p>Chapter 20 Analyzing the Effectiveness of an Argument Preview Concepts/Chapter Goals/Making Connections—pp. 440–441</p> <ul style="list-style-type: none"> ▪ <i>“The Locked Door”</i> by Malcolm Gladwell (informational) <p>First Read: Determining Central Idea and Supporting Details—pp. 442–450 Second Read: Analyzing the Development of Ideas—pp. 450–451 Third Read: Evaluating Reasoning and Evidence—pp. 451–454</p>

ELA.8.R.3 Reading Across Genres

Interpreting Figurative Language

Benchmark Clarifications

- Clarification 1: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, allusion, and idiom. Other examples can be used in instruction.
- Clarification 2: See Secondary Figurative Language.

8 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 8
<p>ELA.8.R.3.1: Analyze how figurative language contributes to meaning and explain examples of symbolism in text(s).</p>	<p>Chapter 1 Analyzing Symbolism and Structure Preview Concepts/Chapter Goals/Making Connections—pp. 8–9</p> <ul style="list-style-type: none"> ▪ <i>“Inside Out and Back Again”</i> by Thannha Lai (excerpt/poetry) First Read: Making Inferences—pp. 10–20 Second Read: Analyzing Symbolism and Theme—pp. 20–22 <p>Chapter 3 Analyzing Authors’ Points of View and Purposes Preview Concepts/Chapter Goals/Making Connections—pp. 53–54</p> <ul style="list-style-type: none"> ▪ <i>“Kimchee and Corn Bread”</i> by Helie Lee and Stephanie Covington (excerpt/article) First Read: Analyzing Allusions—pp. 55–62 <p>Chapter 7 Understanding the Meanings of Words and Phrases Preview Concepts/Chapter Goals/Making Connections—pp. 153–154</p> <ul style="list-style-type: none"> ▪ <i>The Rapture of the Nerds</i> by Cory Doctorow and Charles Stross (excerpt/novel) First Read: Determining the Meaning of Words and Phrases—pp. 155–161 <p>Chapter 12 Analyzing Storytelling Techniques Preview Concepts/Chapter Goals/Making Connections—pp. 289–290</p> <ul style="list-style-type: none"> ▪ <i>“Jeremiah’s Song”</i> by Walter Dean Myers (excerpt/short story) Second Read: Recognizing the Effects of Figurative Language—pp. 294–295 <p>Chapter 18 Analyzing a Primary Source for Tone and Point of View Preview Concepts/Chapter Goals/Making Connections—pp. 402–403</p> <ul style="list-style-type: none"> ▪ <i>“I would have preferred to carry through”</i> Richard M. Nixon’s Presidential Resignation Speech, August 8, 1974 (speech) ▪ <i>“Nixon Resigns”</i> The New York Times August 9, 1974 by John Herbers (article) Second Read: Analyzing the Impact of Word Choice on Tone—pp. 409–411

Paraphrasing and Summarizing

Benchmark Clarifications

- Clarification 1: Most grade-level texts are appropriate for this benchmark.

8 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 8
<p>ELA.8.R.3.2: Paraphrase content from grade-level texts.</p>	<p>Chapter 1 Analyzing Symbolism and Structure Preview Concepts/Chapter Goals/Making Connections—pp. 8–9</p> <ul style="list-style-type: none"> ▪ <i>“Inside Out and Back Again”</i> by Thannha Lai (excerpt/poetry) First Read: Making Inferences (paraphrasing)—pp. 10–20 <i>continued</i>

ELA.8.R.3 Reading Across Genres

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	<p>Chapter 2 Comparing the Themes, Style, and Structure of Multiple Texts Preview Concepts/Chapter Goals/Making Connections—pp. 32–33</p> <ul style="list-style-type: none"> • <i>The House on Mango Street</i> by Sandra Cisneros (excerpt/novel) <p>Third Read: Comparing the Themes, Style, and Structure of Multiple Texts (paraphrasing)—pp. 42–47</p> <p>Chapter 7 Understanding the Meanings of Words and Phrases Preview Concepts/Chapter Goals/Making Connections—pp. 153–154</p> <ul style="list-style-type: none"> • <i>The Rapture of the Nerds</i> by Cory Doctorow and Charles Stross (excerpt/novel) <p>Third Read: Summarizing Fiction (written summaries/paraphrases)—pp. 165–168 Speak and Listen (paraphrase)—p. 168</p> <p>Chapter 13 Reading Narrative Poetry Preview Concepts/Chapter Goals/Making Connections—pp. 303–304</p> <ul style="list-style-type: none"> • “Paul Revere’s Ride” by Henry Wadsworth Longfellow (excerpt/poetry) <p>First Read: Summarizing Narrative Poetry—pp. 305–311</p> <p>Chapter 16 Analyzing and Comparing Themes Preview Concepts/Chapter Goals/Making Connections—pp. 366–367</p> <ul style="list-style-type: none"> • <i>Stargirl</i> by Jerry Spinelli (excerpt/novel) • “The Drum” by Nikki Giovanni (poetry) <p>Second Read: Determining Theme—pp. 374–375</p> <p>Chapter 19 Evaluating Claims and Evidence Preview Concepts/Chapter Goals/Making Connections—pp. 422–423</p> <ul style="list-style-type: none"> • “Embarrassed? Blame Your Brain” by Jennifer Connor-Smith (excerpt/article) <p>Write (direct quotations/paraphrase of textual evidence)—p. 429</p> <p>The Writing Process</p> <p>Planning</p> <ul style="list-style-type: none"> Brainstorming (Summary/Paraphrase)—p. 118 Conduct Research (paraphrase information)—p. 465 <p>Project-Based Assessment</p> <ul style="list-style-type: none"> Stage a Debate (paraphrase), pp. 317–318; Argument Analysis, p. 456

Comparative Reading

Benchmark Clarifications

- Clarification 1: See Archetypes.

8 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 8
<p>ELA.8.R.3.3: Compare and contrast the use or discussion of archetypes in texts.</p>	<p>Chapter 2 Comparing the Themes, Style, and Structure of Multiple Texts First Read: Analyzing Theme—pp. 34–39 Second Read: Analyzing How Structure Reveals Character—pp. 39–41</p> <p style="text-align: right;"><i>continued</i></p>

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	<p>Third Read: Comparing the Themes, Style, and Structure of Multiple Texts—pp. 42–47</p> <p>Chapter 8 Comparing Portrayals of a Topic First Read: Supporting an Analysis with Evidence—pp. 175–181 Second Read: Analyzing the Structure of a Paragraph—pp. 181–184 Third Read: Evaluating Media Portrayals of a Topic—pp. 185–190</p> <p>Chapter 16 Analyzing and Comparing Themes First Read: Analyzing Character Interaction—pp. 368–373 Second Read: Determining Theme—pp. 374–375 Third Read: Comparing Themes—pp. 375–37</p>

Understanding Rhetoric

Benchmark Clarifications

- Clarification 1: Rhetorical devices for the purposes of this benchmark are the figurative language devices from 8.R.3.1 with the addition of irony, rhetorical question, antithesis, and zeugma.
- Clarification 2: See Secondary Figurative Language.
- Clarification 3: See Rhetorical Appeals and Rhetorical Devices.
- Clarification 4: Students will explain the connection between an author’s use of rhetorical devices and the appeal—logos, ethos, or pathos—that is being made. Instruction should focus on ensuring students can explain how specific rhetorical devices contribute to the development of the rhetorical appeal(s) the author uses.

8 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 8
<p>ELA.8.R.3.4: Explain how an author uses rhetorical devices to support or advance an appeal.</p>	<p>Chapter 11 Responding to Frame Narratives Second Read: Recognizing Dramatic Irony—pp. 279–280</p> <p>Chapter 15 How Stories Engage the Reader Third Read: Recognizing How Irony Creates Humor—pp. 342–343</p> <p>Chapter 18 Analyzing a Primary Source for Tone and Point of View Second Read: Analyzing the Impact of Word Choice on Tone (ethos/pathos)—pp. 409–411</p> <p>Language Verbal Irony—p. 344</p> <p>Connections: Writing & Language Handbook Chapter 6: The Rhetoric of Persuasion—SB pp. 97–102/TG p. 46</p>

8th Grade Communication

ELA.8.C.1 Communicating Through Writing

Narrative Writing

Benchmark Clarifications

- Clarification 1: See Writing Types and Narrative Techniques.

8 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 8
<p>ELA.8.C.1.2: Write personal or fictional narratives using narrative techniques, varied transitions, and a clearly established point of view.</p>	<p>Unit 3 Writing Writing a Personal Narrative—pp. 349–356</p> <p>Project-Based Assessments Free Verse Poetry, pp. 27–28; The Great Grandmother’s Story, pp. 47–48; Personal Essay, pp. 147–148; Pastiche, pp. 169–170; Draw a Diagram, p. 193; Change the Point of View, p. 215; Write a Frame Narrative, pp. 284–285; Narrative Poem, p. 318; Humorous Video, pp. 344–345; Fictional Journal Entry, p. 378; Poem, pp. 378–379; Retell a Myth, p. 398; Perform a Missing Scene, pp. 399–400</p>

Argumentative Writing

Benchmark Clarifications

- Clarification 1: See Writing Types and Elaborative Techniques.

8 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 8
<p>ELA.8.C.1.3: Write to argue a position, supporting at least one claim and rebutting at least one counterclaim with logical reasoning, credible evidence from sources, elaboration, and using a logical organizational structure.</p>	<p>Unit 1 Writing Writing an Argumentative Essay—pp. 116–126</p> <p>Project-Based Assessments Public Service Announcement, pp. 69–70; Speech, pp. 89–90; Letter to the Editor, pp. 109–110; Brochure, pp. 110, 237–238, 331; Formal Letter, pp. 168–169; Column, p. 345; Argumentative Essay, pp. 436–437; Argument Analysis, p. 456; Lincoln-Douglas Debate, pp. 457–458</p>

Expository Writing

Benchmark Clarifications

- Clarification 1: See Writing Types.

8 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 8
<p>ELA.8.C.1.4: Write expository texts to explain and analyze information from multiple sources, using relevant supporting details, logical organization, and varied purposeful transitions.</p>	<p>Unit 2 Writing Writing a Comparative Essay—pp. 242–256</p> <p>Unit 4 Writing Writing a Research Paper—pp. 462–470</p> <p>Write Lesson writing assignments—pp. 20, 39, 62, 82, 142, 160, 181, 207, 225, 278, 311, 329, 373, 409, 429, 450</p> <p>Practice Performance Task Essential Question Essay—pp. 127–132 Essential Question Essay—pp. 257–264 Essential Question Essay—pp. 357–364 Essential Question Essay—pp. 471–476</p> <p style="text-align: right;"><i>continued</i></p>

8th Grade Communication

ELA.8.C.1 Communicating Through Writing

Expository Writing

Benchmark Clarifications

- Clarification 1: See Writing Types.

8 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 8
	<p>Project-Based Assessments Traditional Food Brochure, pp. 26–27; Cultural Diversity Essay, pp. 70–71; Problem-Solution Essay, pp. 191–193; Character Analysis, pp. 215–216; Interview an Elder, pp. 299–300; Literary Analysis, pp. 417–418; Primary Source, pp. 418–419</p>

Improving Writing

8 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 8
<p>ELA.8.C.1.5: Improve writing by planning, editing, considering feedback from adults and peers, and revising for clarity and cohesiveness.</p>	<p>The Writing Process pp. 117–126, 243–256, 349–356, 463–470</p> <p>Planning Prepare to Write (purpose, audience, content, additional requirements)—pp. 116, 242, 349, 462 Brainstorming for Ideas/a Topic—pp. 117, 243–244, 349–350, 463 Generate Ideas—pp. 119–120, 249–250, 350–351 Organize Ideas—pp. 123, 252–253, 351–352, 466–467 Gather Information—p. 247 Conduct Research—p. 407 Citing Sources—pp. 467–468 First Draft—pp. 123, 253, 353, 467</p> <p>Revising and Editing (with feedback) Revision—pp. 125, 253, 353, 468 First Peer Review (Steps for Peer Review)—pp. 124, 253–254, 353–354, 468–469 Second Peer Review/Self Revision—pp. 354–355 Second Peer Review (Partner)—pp. 125, 254–255, 300, 469–470 Final Peer Review—pp. 125, 255, 355, 470 Proofread—pp. 126, 255–256, 356, 470 Final Essay—pp. 126, 256, 356, 470 Fluency Check—p. 355</p>

8th Grade Communication

ELA.8.C.2 Communicating Orally

Oral Presentation

Benchmark Clarifications

- Clarification 1: At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing.
- Clarification 2: For further guidance, see the Secondary Oral Communication Rubric.

8 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 8
<p>ELA.8.C.2.1: Present information orally, in a logical sequence, supporting the central idea with credible evidence.</p>	<p>Speak and Listen Oral communications (partner, small group, class discussions)— pp. 24, 41, 45, 64, 85, 87, 101, 103, 142, 144, 145, 160, 165, 168, 181, 184, 189, 191, 207, 210, 213, 225, 231, 234, 280, 283, 294, 297, 315, 330, 343, 375, 378, 392, 396, 411, 415, 431, 433, 451</p> <p>Project-Based Assessments Digital Presentation, pp. 48–49, 148–149; Roundtable Discussion, pp. 236–237, 434–436; Retell a Folktale, p. 284; Tell a Story, pp. 298–299; Stage a Debate, pp. 317–318; Group Discussion, pp. 332–333</p>

ELA.8.C.3 Following Conventions

Conventions

Benchmark Clarifications

- Clarification 1: Skills to be mastered at this grade level are as follows:
 - Appropriately use passive and active voice.
 - Use semicolons to form sentences.
 - Use verbs with attention to voice and mood.
- Skills to be implemented but not yet mastered are as follows:
 - Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.
- Clarification 2: See Convention Progression by Grade Level for more information.

8 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 8
<p>ELA.8.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p>	<p>Language (grammar, punctuation, capitalization, spelling) Verbals, pp. 24–26; Verbs and Moods, pp. 46–47; Italics, pp. 68–69; Verb Tenses, pp. 87–88; Punctuation When Quoting Sources, pp. 108–109; Spelling Words Ending in -ance and -ence, pp. 213–214; Sentence Voice and Mood, pp. 234–236; Punctuation with Dialogue, p. 283; Nonstandard Verbs, pp. 297–298; Verbals, p. 316; Using Em Dashes, pp. 330–331; Pronoun-Antecedent Agreement, pp. 396–397; Active and Passive Voice, pp. 415–417; Participles, pp. 433–434; Hyphens Versus Em Dashes, pp. 454–455</p>

8th Grade Communication

ELA.8.C.4 Researching

Researching and Using Information

Benchmark Clarifications

- Clarification 1: There is no requirement that students research the additional questions generated.
- Clarification 2: While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.

8 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 8
<p>ELA.8.C.4.1: Conduct research to answer a question, drawing on multiple reliable and valid sources, and generating additional questions for further research.</p>	<p>Unit 1 Writing Writing an Argumentative Essay (based on research)—pp. 116–126</p> <p>Unit 4 Writing Writing a Research Paper—pp. 462–470</p> <p>On Your Own Integrating Ideas (research)—pp. 28, 49, 71, 91, 111, 149, 170, 194, 216, 239, 285, 300, 319, 332, 346, 379, 399, 419, 437, 459</p> <p>Project-Based Assessments (requiring research) Traditional Food Brochure, pp. 26–27; Digital Presentation, pp. 48–49; Cultural Diversity Essay, pp. 70–71; A Perfect Union: Context and Impact Research Paper, pp. 90–91; Letter to the Editor, pp. 109–110; Problem-Solution Essay, pp. 191–193; Brochure, pp. 237–238; Retell a Folktale, p. 284; Stage a Debate, pp. 317–318; Narrative Poem, p. 318; Group Discussion, pp. 332–333; Retell a Myth, p. 398; Argumentative Essay, pp. 436–437; Argument Analysis, p. 456; Lincoln-Douglas Debate, pp. 457–458</p> <p>Writing Process Gather and Evaluate Sources—p. 120 Conduct Research—p. 465</p>

ELA.8.C.5 Creating and Collaborating

Multimedia

8 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 8
<p>ELA.8.C.5.1: Integrate diverse digital media to emphasize the relevance of a topic or idea in oral or written tasks.</p>	<p>Project-Based Assessments Digital Presentation, pp. 48–49, 148–149</p>

Technology in Communication

8 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 8
<p>ELA.8.C.5.2: Use a variety of digital tools to collaborate with others to produce writing.</p>	<p>Tech-Connect Online search, collaboration, and publication—pp. 18, 37, 60, 64, 80, 86, 100, 102, 139, 144, 158, 179, 189, 212, 215, 235, 281, 293, 313, 327, 329, 340, 372, 378, 391, 412, 427, 431, 448, 451</p> <p>Final Essay Upload essay to websites or blog—pp. 126, 256, 356, 470</p> <p>Using Technology in the Classroom TWE pp. 479–480</p>

8th Grade Vocabulary

ELA.8.V.1 Finding Meaning

Academic Vocabulary

Benchmark Clarifications

- Clarification 1: To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.
- Clarification 2: Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

8 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 8
<p>ELA.8.V.1.1: Integrate academic vocabulary appropriate to grade level in speaking and writing.</p>	<p>Chapter 5 Evaluating Conflicting Arguments First Read: Defining Terms—pp. 97–101</p> <p>Chapter 7 Understanding the Meanings of Words and Phrases First Read: Determining the Meaning of Words and Phrases—pp. 155–161</p> <p>Unit Introduction Goals (discuss academic vocabulary)—TWE pp. 7, 133, 265, 365</p> <p>Chapter Introduction Preview Academic Vocabulary—pp. 8–9, 32–33, 53, 74–75, 95–96, 134–135, 153–154, 173, 198, 219–220, 266, 289, 303, 322, 335–336, 366, 383, 402, 422–423, 440–441</p> <p>First Read Preview Vocabulary—TWE pp. 10, 34–35, 55–56, 76–77, 97–98, 136–137, 155–156, 175–176, 200–201, 221–0, 225, 268–269, 305–306, 324, 337–338, 368–369, 385, 404–405, 424, 442–443</p>

Morphology

Benchmark Clarifications

- Clarification 1: See Common Greek and Latin Roots 6-8 and Affixes.

8 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 8
<p>ELA.8.V.1.2: Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.</p>	<p>Chapter 5 Evaluating Conflicting Arguments First Read: Defining Terms (word parts)—pp. 97–101</p> <p>Chapter 6 Examining Connections and Distinctions Preview Academic Vocabulary (prefix, root, suffix)—pp. 134–135</p> <p>Language Examining Roots, Prefixes, and Suffixes, pp. 145–147</p> <p>First Read Preview Vocabulary (use a dictionary)—TWE pp. 10, 34–35, 55–56, 76–77, 97–98, 136–137, 155–156, 175–176, 200–201, 221–0, 225, 268–269, 305–306, 324, 337–338, 368–369, 385, 404–405, 424, 442–443</p>

ELA.8.V.1 Finding Meaning

Context and Connotation

Benchmark Clarifications

- Clarification 1: Review of words learned in this way is critical to building background knowledge and related vocabulary.
- Clarification 2: See Context Clues and Word Relationships.
- Clarification 3: See ELA.8.R.3.1 and Secondary Figurative Language.

8 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 8
<p>ELA.8.V.1.3: Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p>	<p>Chapter 5 Evaluating Conflicting Arguments First Read: Defining Terms (context/word parts/dictionary/connotation)—pp. 97–101</p> <p>Chapter 7 Understanding the Meanings of Words and Phrases First Read: Determining the Meaning of Words and Phrases—pp. 155–161</p> <p>Chapter 8 Comparing Portrayals of a Topic Preview Academic Vocabulary (connotation/denotation)—p. 135 First Read: Supporting an Analysis with Evidence—pp. 175–181</p> <p>Chapter 12 Analyzing Storytelling Techniques Second Read: Recognizing the Effects of Figurative Language—pp. 294–295</p> <p>Chapter 18 Analyzing a Primary Source for Tone and Point of View Second Read: Analyzing the Impact of Word Choice on Tone—pp. 409–411</p> <p>First Read Preview Vocabulary (use context clues/use a dictionary)—TWE pp. 10, 34–35, 55–56, 76–77, 97–98, 136–137, 155–156, 175–176, 200–201, 221, 268–269, 305–306, 324, 337–338, 368–369, 385, 404–405, 424, 442–443</p> <p>Language Using a Dictionary to Confirm Word Meanings, pp. 161–162; Understanding Denotation and Connotation, pp. 190–191</p> <p>Second Read Preview Vocabulary (use context clues/use a dictionary)—TWE p. 225</p>