Florida English Language Arts

Grade 8

Reading

1 Reading Prose and Poetry ELA.8.R.1

1. Literary Elements: Analyze the interaction between character development, setting, and plot in a literary text. ELA.8.R.1.1
2. Theme: Analyze two or more themes and their development throughout a literary text. ELA.8.R.1.2
3. Perspective and Point of View: Analyze how an author develops and individualizes the perspectives of different characters. ELA.8.R.1.3
4. Poetry: Analyze structure, sound, imagery, and figurative language in poetry. ELA.8.R.1.4

2 Reading Informational Text ELA.8.R.2

1. Structure: Analyze how individual text sections and/or features convey a purpose and/or meaning in texts. ELA.8.R.2.1
2. Central Idea: Analyze two or more central ideas and their development throughout a text. ELA.8.R.2.2
3. Purpose and Perspective: Explain how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language. ELA.8.R.2.3
4. Argument: Track the development of an argument, analyzing the types of reasoning used and their effectiveness and identifying ways in which the argument could be improved. ELA.8.R.2.4

3 Reading Across Genres ELA.8.R.3

1. Interpreting Figurative Language: Analyze how figurative language contributes to meaning and explain examples of symbolism in text(s). ELA.8.R.3.1
2. Paraphrasing and Summarizing: Paraphrase content from grade-level texts. ELA.8.R.3.2
3. Comparative Reading: Compare and contrast the use or discussion of archetypes in texts. ELA.8.R.3.3
4. Understanding Rhetoric: Explain how an author uses rhetorical devices to support or advance an appeal. ELA.8.R.3.4

For the purposes of this benchmark, theme is not a one- or two-word topic

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.**

Skip to main content

thought that communicates the author's message.

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 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.

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.

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.

Skip to main content

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

Skip to main content

level, students are using and responsible for the appeals of logos, ethos, and pathos.		
See Secondary Figurative Language.	Clarification 3	See Secondary Figurative Language.
See Rhetorical Appeals and Rhetorical Devices.	Clarification 4:	See Rhetorical Appeals and Rhetorical Devices.
For more information on types of reasoning, see Types of Logical Reasoning.	Clarification 1	For more information on types of reasoning, see Types of Logical Reasoning.
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).	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).
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 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.
See Secondary Figurative Language.	Clarification 2	See Secondary Figurative Language.
Most grade-level texts are appropriate for this benchmark.	Clarification 1	Most grade-level texts are appropriate for this benchmark.
See Archetypes.	Clarification 1	See Archetypes.

Skip to main content

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 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.**
See Secondary Figurative Language.	**Clarification 2**	**See Secondary Figurative Language.**
See Rhetorical Appeals and Rhetorical Devices.	**Clarification 3**	**See Rhetorical Appeals and Rhetorical Devices.**
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.	**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.**

Communication

1 **Communicating Through Writing** ELA.8.C.1

2 Narrative Writing: Write personal or fictional narratives using narrative techniques, varied transitions, and a clearly established point of view. ELA.8.C.1.2

3 Argumentative Writing: 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. ELA.8.C.1.3

4 Expository Writing: Write expository texts to explain and analyze information from multiple sources, using relevant supporting details, logical organization, and varied purposeful transitions. ELA.8.C.1.4

5 Improving Writing: Improve writing by planning, editing, considering feedback from adults and peers, and revising for clarity and cohesiveness. ELA.8.C.1.5

Skip to main content

2 Communicating Orally ELA.8.C.2

1 Oral Presentation: Present information orally, in a logical sequence, supporting the central idea with credible evidence. ELA.8.C.2.1

3 Following Conventions ELA.8.C.3

1 Conventions: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. ELA.8.C.3.1

4 Researching ELA.8.C.4

1 Researching and Using Information: Conduct research to answer a question, drawing on multiple reliable and valid sources and generating additional questions for further research. ELA.8.C.4.1

5 Creating and Collaborating ELA.8.C.5

1 Multimedia: Integrate diverse digital media to emphasize the relevance of a topic or idea in oral or written tasks. ELA.8.C.5.1

2 Technology in Communication: Use a variety of digital tools to collaborate with others to produce writing ELA.8.C.5.2

See Writing Types and Narrative Techniques.	**Clarification 1 See Writing Types and Narrative Techniques.**
See Writing Types and Elaborative Techniques.	**Clarification 1 See Writing Types and Elaborative Techniques.**
See Writing Types.	**Clarification 1 See Writing Types.**
At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing.	**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.**
For further guidance, see the Secondary Oral Communication Rubric.	**Clarification 2 For further guidance, see the Secondary Oral Communication Rubric.**
Skills to be mastered at this grade level are as fol'	**Clarification 1a Skills to be mastered at this grade level are as follows:**

Skip to main content

Appropriately use passive and active voice.	**1 Appropriately use passive and active voice.**
Use semicolons to form sentences.	**2 Use semicolons to form sentences.**
Use verbs with attention to voice and mood.	**3 Use verbs with attention to voice and mood.**
Skills to be implemented but not yet mastered are as follows:	**Clarification 1b Skills to be implemented but not yet mastered are as follows:**
Add variety to writing or presentations by using parallel structure and various types ofphrases and clauses.	**1 Add variety to writing or presentations by using parallel structure and various types ofphrases and clauses.**
See Conventions Progression by Grade Level for more information.	**Clarification 2 See Conventions Progression by Grade Level for more information.**
There is no requirement that students research the additional questions generated.	**Clarification 1: There is no requirement that students research the additional questions generated.**
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.	**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.**
Vocabulary	**1 Finding Meaning** ELA.8.V.1

Skip to main content

Academic Vocabulary: Integrate academic vocabulary appropriate to grade level in speaking and writing. ELA.8.V.1.1

2 Morphology: Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content. ELA.8.V.1.2

3 Context and Connotation: 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. ELA.8.V.1.3

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 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.**

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.

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.**

See Common Greek and Latin Roots 6-8 and Affixes.

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

Review of words learned in this way is critical to building background knowledge and related vocabulary.

Clarification 1: **Review of words learned in this way is critical to building background knowledge and related vocabulary.**

See Context Clues and Word Relationships.

Clarification 2 **See Context Clues and Word Relationships.**

Se **rification 3** **See 8.R.3.1 and Secondary Figurative Language.**

Skip to main content

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