

ARCHDIOCESE OF MIAMI

ENGLISH LANGUAGE ARTS CURRICULUM MAP

Kindergarten through 8th Grade

Revised, June 2026



This curriculum map is aligned with the Florida ELA B.E.S.T. Standards

Strands
ELA Expectations
Foundations
Reading
Communication
Vocabulary

Suggested Pacing	Strand	BEST Standard	Skills/Concepts	Clarifications/Transition Guide	LAFS Standard	Terra Nova	Text Correlation	Date
Q1 - Q4	ELA Expectations	ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	Students continue with previous skills and use a style guide to create a proper citation.	LAFS.6.RI.1., LAFS.6.F	☒		
Q1 - Q4	ELA Expectations	ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	See Text complexity for grade-level complexity bands and text complexity rubric.		☐		
Q1 - Q4	ELA Expectations	ELA.K12.EE.3.1	Make inferences to support comprehension.		LAFS.6.RI.1., LAFS.6.F	☒		
Q1 - Q4	ELA Expectations	ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	Students engage in academic conversations discussing claims and justifying their reasoning, refining, and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.		☐		
Q1 - Q4	ELA Expectations	ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.			☐		
Q1 - Q4	ELA Expectations	ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	2nd Grade and beyond, students practice appropriate social and academic language to discuss texts.		☐		
Q1 - Q4		ELA.6.R.1.1:	Analyze how the interaction between characters contributes to the development of a plot in a literary text.		LAFS.6.RL.1.1	☐		
Q1 - Q4		ELA.6.R.1.2:	Analyze the development of stated or implied theme(s) throughout a literary text.	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. 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.	LAFS.6.RL.1.2	☒		
Q3		ELA.6.R.1.3	Explain the influence of multiple narrators and/or shifts in point of view in a literary text.	Benchmark Clarifications: Clarification 1: When referring to the person of the narrator, the term point of view is used. Students focused on perspective in 5th grade, so they should differentiate between point of view and perspective when working on this benchmark.		☐		
Q1 - Q4		ELA.6.R.1.4	Describe the impact of various poetic forms on meaning and style.	Benchmark Clarifications: Clarification 1: Poetic forms used for this benchmark are sonnet and villanelle.		☐		
Q1 - Q4		ELA.6.R.2.1	Explain how individual text sections and/or features convey meaning in texts.	From Terra Nova: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e. g., through examples or anecdotes).	LAFS.6.RI.3	☒		
Q1 - Q4		ELA.6.R.2.2	Analyze the central idea(s), implied or explicit, and its development throughout a text.	Benchmark Clarifications: Clarification 1: Various types of support could include an author's use of facts, definitions, concrete details, and/or quotations to develop the central idea(s) in a text	LAFS.6.RI.2	☒		
Q1 - Q4		ELA.6.R.2.3	Analyze authors' purpose(s) in multiple accounts of the same event or topic.			☐		
Q2,Q3		ELA.6.R.2.4	Track the development of an argument, identifying the types of reasoning used.	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).		☐		
Q1 - Q4		ELA.6.R.3.1	Explain how figurative language contributes to tone and meaning in text(s).	Benchmark Clarifications: Clarification 1: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, and idiom. Other examples can be used in instruction. Clarification 2: See Secondary Figurative Language.		☐		
Q1 - Q4		ELA.6.R.3.2	Paraphrase content from grade-level texts.	Benchmark Clarifications: Clarification 1: Most grade-level texts are appropriate for this benchmark.	LAFS.6.RL.1.3	☐		

Suggested Pacing	Strand	BEST Standard	Skills/Concepts	Clarifications/Transition Guide	LAFS Standard	Terra Nova	Text Correlation	Date
Q2,Q3		ELA.6.R.3.3	Compare and contrast how authors from different time periods address the same or related topics.	Benchmark Clarifications: Clarification 1: Texts for this benchmark should be selected from the following literary periods: • Colonial and Early National Period (1600–1830) American Literature • Romantic Period (1790–1870) • Realism and Naturalism Period (1870–1930) • Modernist Period (1910–1945) • Contemporary Period (1945–present)	LAFS.6.RL.1.4	☐		
Q2,Q3		ELA.6.R.3.4	Identify rhetorical appeals in a text.	Benchmark Clarifications: Clarification 1: Students will identify the appeals of logos, ethos, and pathos. Clarification 2: See Rhetorical Appeal	LAFS.6.RL.1.5	☐		
Q4		ELA.6.C.1.2	Write personal or fictional narratives using narrative techniques, precise words and phrases, and figurative language.	Benchmark Clarifications: Clarification 1: See Writing Types and Narrative Techniques. Clarification 2: Figurative language at this grade level should include any on which students have received instruction in this or previous grades. See Figurative Language Standard.	LAFS.6.W.3	☒		
Q3		ELA.6.C.1.3	Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, and a logical organizational structure with varied transitions	Benchmark Clarifications: Clarification 1: See Writing Types and Elaborative Techniques	LAFS.6.W.1	☒		
Q1 - Q4		ELA.6.C.1.4	Write expository texts to explain and/or analyze information from multiple sources, using a logical organizational structure, relevant elaboration, and varied transitions	Clarification 1: See Writing Types and Elaborative Techniques	LAFS.6.W.2	☒		
Q1 - Q4		ELA.6.C.1.5	Improve writing by planning, revising, and editing, considering feedback from adults and peers		LAFS.6.W.5	☒		
Q4		ELA.6.C.2.1	Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.	Benchmark Clarifications: Clarification 1: Nonverbal cues appropriate to this grade level are posture, tone, expressive delivery, focus on the audience, and facial expression. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation. Appropriate pacing is adhering to the pauses dictated by punctuation and speaking at a rate that best facilitates comprehension by the audience. Too fast a pace will lose listeners and too slow can become monotonous. This element will also help students address the nervousness that may make them speak too fast during presentations. Clarification 2: For further guidance, see the Secondary Oral Communication Rubric.		☐		
Q1 - Q4		ELA.6.C.3.1	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.	Benchmark Clarifications: Clarification 1: Skills to be mastered at this grade level are as follows: • Use verbals including gerunds, infinitives, and participial phrases. • Use comparative and superlative forms of adjectives. • Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference. Skills to be implemented but not yet mastered are as follows: • Appropriately use colons. • Appropriately use dangling modifiers. • Appropriately use ellipses. • Appropriately use hyphens. • Vary sentence structure. Clarification 2: See Convention Progression by Grade Level for more information.	LAFS.6.L.1, LAFS.6.L.3	☒		
Q4		ELA.6.C.4.1	Conduct research to answer a question, drawing on multiple reliable and valid sources and refocusing the inquiry when appropriate.	Benchmark Clarifications: Clarification 1: 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.	LAFS.6.W.8	☒		

Suggested Pacing	Strand	BEST Standard	Skills/Concepts	Clarifications/Transition Guide	LAFS Standard	Terra Nova	Text Correlation	Date
Q4		ELA.6.C.5.1	Integrate diverse digital media to enhance audience engagement in oral or written tasks.	Benchmark Clarifications: Clarification 1: Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, students are using more than one element. The elements may be of the same type (for example, two pictures or a picture and an audio recording). The elements should relate directly to the task and complement the information being shared, meaning that the multimedia elements should add information to the presentation, not restate or reinforce it. The elements should be smoothly integrated into the presentation.		☐		
Q1 - Q4		ELA.6.C.5.2	Use digital tools to produce writing.			☐		
Q1 - Q4	Vocabulary	ELA.6.V.1.1	Integrate academic vocabulary appropriate to grade level in speaking and writing.	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	LAFS.6.L.4, LAFS.6.L.6	☒		
Q1 - Q4		ELA.6.V.1.2:	Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.	Benchmark Clarifications: Clarification 1: See Common Greek and Latin Roots 6-8 and Affixes.		☐		
Q1 - Q4		ELA.6.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.	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 6.R.3.1 and Secondary Figurative Language.		☐		
Q2,Q3		Not in BEST, but on Terra Nova	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward the resolution.		LAFS.6.RL.3	☒		
Access the FL B.E.S.T. Standards and Appendices								

Suggested Pacing	Strand	BEST Standard	Skills/Concepts	Clarifications/Transition Guide	LAFS Standard	Terra Nova	Text Correlation	Date
	ELA Expectations	ELA.K.12.EE.1.1	Cite evidence to explain and justify reasoning.	Students continue with previous skills and use a style guide to create a proper citation.		☐		
	ELA Expectations	ELA.K.12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	See Text complexity for grade-level complexity bands and text complexity rubric.		☐		
	ELA Expectations	ELA.K.12.EE.3.1	Make inferences to support comprehension.			☐		
	ELA Expectations	ELA.K.12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	Students engage in academic conversations discussing claims and justifying their reasoning, refining, and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.		☐		
	ELA Expectations	ELA.K.12.EE.5.1	Use the accepted rules governing a specific format to create quality work.			☐		
	ELA Expectations	ELA.K.12.EE.6.1	Use appropriate voice and tone when speaking or writing.	2nd Grade and beyond, students practice appropriate social and academic language to discuss texts.		☐		
	ELA.7.R.1 Reading Prose and Poetry				LAFS.7.RL.3.7 LAFS.7.RL.1.1/2.4/2.6	☒		
Q1- Q4	Literary Elements	ELA.7.R.1.1	Analyze the impact of setting on character development and plot in a literary text.			☒		
Q1- Q4	Theme	ELA.7.R.1.2	Compare two or more themes and their development throughout a literary text	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		☒		
Q1- Q4	Perspective and Point of View	ELA.7.R.1.3	Explain the influence of narrator(s), including unreliable narrator(s), and/or shifts in point of view in a literary text	Clarification 1: An unreliable narrator is one who lacks credibility. Because all information is being conveyed through this untrustworthy source, readers have to use inferencing to establish what is likely to be true. Narrators can be unreliable for many reasons including purposeful dishonesty, a lack of information or background knowledge about what that information means, mental illness, or self-deception. Clarification 2: "Shifts in point of view" refers to a change in the narrator's point of view done for effect. Changes can be in degree and/or person: for example, a shift from third-person limited to third-person omniscient or from first-person limited to third-person limited.		☒		

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Q2	Poetry	ELA.7.R.1.4	Analyze the impact of various poetic forms on meaning and style.	Clarification 1: Poetic forms used for this benchmark are sonnet and villanelle. Clarification 2: Instruction in this benchmark should focus on how the structure of each poetic form affects its meaning.		☐		
	ELA.7.R.2 Reading Informational Text				LAFS.7.RI.1.1/1.2 & LAFS.7.RI.2.5/2.6 & LAFS.7.RI.3.7 – 3.9 & LAFS.7.RI.4.10	☐		
Q1- Q4	Structure	ELA.7.R.2.1	Explain how individual text sections and/or features convey a purpose in texts			☒		
Q1- Q4	Central Idea	ELA.7.R.2.2:	Compare two or more central ideas and their development throughout a text			☒		
Q1- Q4	Purpose and Perspective	ELA.7.R.2.3:	Explain how an author establishes and achieves purpose(s) through diction and syntax.	Clarification 1: This benchmark focuses on the way in which diction (the author's word choice) and syntax (the way in which an author arranges those words) work together to achieve a purpose.		☒		
Q3	Argument	ELA.7.R.2.4:	Track the development of an argument, analyzing the types of reasoning used and their effectiveness.	Clarification 1: For more information on types of reasoning, see Types of Logical Reasoning. https://www.fldoe.org/core/fileparse.php/7539/urlt/elabeststandardsfinal.pdf Clarification 2: Instruction in types of reasoning will include fallacies in reasoning. Fallacies that are related to content, informal fallacies, will be the focus. See Fallacies in Reasoning (Informal). https://www.fldoe.org/core/fileparse.php/7539/urlt/elabeststandardsfinal.pdf		☒		
	ELA.7.R.3 Reading Across Genres				LAFS.7.RL.3.9:	☒		
Q1- Q4	Interpreting Figurative Language	ELA.7.R.3.1:	Analyze how figurative language contributes to tone and meaning and explain examples of allusions in text(s).	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. https://www.fldoe.org/core/fileparse.php/7539/urlt/elabeststandardsfinal.pdf		☒		
Q1- Q4	Paraphrasing and Summarizing	ELA.7.R.3.2:	Paraphrase content from grade-level texts.	Clarification 1: Most grade-level texts are appropriate for this benchmark.		☒		
Q1- Q4	Comparative Reading	ELA.7.R.3.3:	Compare and contrast how authors with differing perspectives address the same or related topics or themes.	Clarification 1: The term perspective means "a particular attitude toward or way of regarding something."		☒		
Q3	Understanding Rhetoric	ELA.7.R.3.4	Explain the meaning and/or significance of rhetorical devices in a text.	Clarification 1: Rhetorical devices for the purposes of this benchmark are the figurative language devices from 7.R.3.1 with the addition of irony and rhetorical questioning. Clarification 2: See Secondary Figurative Language. https://www.fldoe.org/core/fileparse.php/7539/urlt/elabeststandardsfinal.pdf Clarification 3: See Rhetorical Devices. https://www.fldoe.org/core/fileparse.php/7539/urlt/elabeststandardsfinal.pdf		☒		
	ELA.7.C.1 Communicating Through Writing				LAFS.7.W.1.2-1.3 &	☐		

Suggested Pacing	Strand	BEST Standard	Skills/Concepts	Clarifications/Transition Guide	LAFS Standard	Terra Nova	Text Correlation	Date
Q1	Narrative Writing	ELA.7.C.1.2	Write personal or fictional narratives using narrative techniques, a recognizable point of view, precise words and phrases, and figurative language.	Clarification 1: See Writing Types https://www.fldoe.org/core/fileparse.php/7539/urlt/elabeststandardsfinal.pdf and Narrative Techniques. https://www.fldoe.org/core/fileparse.php/7539/urlt/elabeststandardsfinal.pdf Clarification 2: See Secondary Figurative Language. https://www.fldoe.org/core/fileparse.php/7539/urlt/elabeststandardsfinal.pdf		☐		
Q2	Argumentative Writing	ELA.7.C.1.3:	Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, a logical organizational structure with varied transitions, and acknowledging at least one counterclaim.	Clarification 1: See Writing Types https://www.fldoe.org/core/fileparse.php/7539/urlt/elabeststandardsfinal.pdf and Elaborative Techniques. https://www.fldoe.org/core/fileparse.php/7539/urlt/elabeststandardsfinal.pdf		☐		
Q3	Expository Writing	ELA.7.C.1.4	Write expository texts to explain and analyze information from multiple sources, using relevant supporting details and a logical organizational pattern.	Clarification 1: See Writing Types https://www.fldoe.org/core/fileparse.php/7539/urlt/elabeststandardsfinal.pdf		☐		
Q1-Q4	Improving Writing	ELA.7.C.1.5:	Improve writing by planning, revising, and editing, considering feedback from adults and peers.			☐		
	ELA.7.C.2 Communicating Orally					☐		
Q1-Q4	Oral Presentation	ELA.7.C.2.1	Present information orally, in a logical sequence, emphasizing key points that support the central idea.	Clarification 1: For further guidance, see the Secondary Oral Communication Rubric. https://www.fldoe.org/core/fileparse.php/7539/urlt/elabeststandardsfinal.pdf		☐		
	ELA.7.C.3 Following Conventions				LAFS.7.RL.3.9 & LAFS.7.L.3.4	☐		
Q1-Q4	Conventions	ELA.7.C.3.1	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.	Clarification 1: Skills to be mastered at this grade level are as follows: • Appropriately use colons. • Appropriately use dangling modifiers. • Appropriately use ellipses. • Appropriately use hyphens. • Vary sentence structure. Skills to be implemented but not yet mastered are as follows: • Appropriately use passive and active voice. • Use semicolons to form sentences. • Use verbs with attention to voice and mood. • 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. https://www.fldoe.org/core/fileparse.php/7539/urlt/elabeststandardsfinal.pdf		☒		
	ELA.7.C.4 Researching					☐		
Q 3	Researching and Using Information	ELA.7.C.4.1:	Conduct research to answer a question, drawing on multiple reliable and valid sources and generating additional questions for further research.	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		☐		

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	ELA.7.C.5 Creating and Collaborating					☐		
Q 1-4	Multimedia	ELA.7.C.5.1:	Integrate diverse digital media to build cohesion in oral or written tasks.	Clarification 1: Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, students are using more than one element. The elements may be of the same type (for example, two pictures or a picture and an audio recording). The elements should relate directly to the presentation and help to unify the concepts. The elements should be smoothly integrated into the presentation.		☐		
Q 1-4	Technology in Communication	ELA.7.C.5.2:	Use digital tools to produce and share writing			☐		
	ELA.7.V.1 Finding Meaning					☒		
Q1-Q4	Academic Vocabulary	ELA.7.V.1.1:	Integrate academic vocabulary appropriate to grade level in speaking and writing.	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.		☒		
Q1-Q4	Morphology	ELA.7.V.1.2:	Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.	Clarification 1: See Common Greek and Latin Roots 6-8 and Affixes. https://www.fldoe.org/core/fileparse.php/7539/urlt/elabeststandardsfinal.pdf https://www.fldoe.org/core/fileparse.php/7539/urlt/elabeststandardsfinal.pdf				
Q1-Q4	Context and Connotation	ELA.7.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.	Clarification 1: Review of words learned in this way is critical to building background knowledge and related vocabulary. Clarification 2: See Context Clues https://www.fldoe.org/core/fileparse.php/7539/urlt/elabeststandardsfinal.pdf and Word Relationships. https://www.fldoe.org/core/fileparse.php/7539/urlt/elabeststandardsfinal.pdf Clarification 3: See 7.R.3.1 and Secondary Figurative Language. https://www.fldoe.org/core/fileparse.php/7539/urlt/elabeststandardsfinal.pdf				
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				NOTE: FLORIDA ELA BEST STANDARDS LINKED - Page numbers attached for the clarifications				
	ELA Expectations	ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	Students continue with previous skills and use a style guide to create a proper citation.		☐		
	ELA Expectations	ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	See Text complexity for grade-level complexity bands and text complexity rubric.		☐		
	ELA Expectations	ELA.K12.EE.3.1	Make inferences to support comprehension.			☐		
	ELA Expectations	ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	Students engage in academic conversations discussing claims and justifying their reasoning, refining, and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.		☐		
	ELA Expectations	ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.			☐		
	ELA Expectations	ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	2nd Grade and beyond, students practice appropriate social and academic language to discuss texts.		☐		
	READING							
Q 1-4	ELA.8.R.1 Reading Prose and Poetry	Literary Elements ELA.8.R.1.1:	Analyze the interaction between character development, setting, and plot in a literary text.		LAFS.8.RL.1.1	☒		
Q 1-4		Theme ELA.8.R.1.2:	Analyze two or more themes and their development throughout a literary text.	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.	LAFS.8.RL.1.2	☒		
Q 1-4		Perspective and Point of View ELA.8.R.1.3:	Analyze how an author develops and individualizes the perspectives of different characters	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.	LAFS.8.RL.1.3 LAFS.8.R.L.2.6	☒		

Suggested Pacing	Strand	BEST Standard	Skills/Concepts	Clarifications/Transition Guide	LAFS Standard	Terra Nova	Text Correlation	Date
Q 2		Poetry ELA.8.R.1.4	Comparative Reading ELA.8.R.3.3	Clarification 1: Structural elements for this benchmark are form, line length, white space, indention, 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.	LAFS.8.RL.1.3 LAFS.8.R.L.2.4	☒		
Q 1-4	ELA.8.R.2 Reading Informational Text	Structure ELA.8.R.2.1	Analyze how individual text sections and/or features convey a purpose and/or meaning in texts.		LAFS.8.R.I.1.1 LAFS.8.R.I.1.3	☒		
Q 1-4		Central Idea ELA.8.R.2.2	Analyze two or more central ideas and their development throughout a text.		LAFS.8.R.I.1.2	☒		
Q 1-4		Purpose and Perspective ELA.8.R.2.3	Explain how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.	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 Go to Page 176-178	LAFS.8.RL.2.4	☒		

Suggested Pacing	Strand	BEST Standard	Skills/Concepts	Clarifications/Transition Guide	LAFS Standard	Terra Nova	Text Correlation	Date
		Argument ELA.8.R.2.4	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.	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) Go to Page 181	LAFS.8.RI.3.8 LAFS.8.RI.3.9	☐		
Q 1-4	ELA.8.R.3 Reading Across Genres	Interpreting Figurative Language ELA.8.R.3.1	Analyze how figurative language contributes to meaning and explain examples of symbolism in text(s).	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. Go to Page 177	LAFS.8.RI.2.4	☒		
Q 1-4		Paraphrasing and Summarizing ELA.8.R.3.2	Paraphrase content from grade-level texts	Clarification 1: Most grade-level texts are appropriate for this benchmark.		☒		
Q 1-4		Comparative Reading ELA.8.R.3.3	Compare and contrast the use or discussion of archetypes in texts.	Clarification 1: See Archetypes Go to Page 178		☐		
Q 3		Understanding Rhetoric ELA.8.R.3.4	Explain how an author uses rhetorical devices to support or advance an appeal.	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. Go to Page 176 - 178 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							

Suggested Pacing	Strand	BEST Standard	Skills/Concepts	Clarifications/Transition Guide	LAFS Standard	Terra Nova	Text Correlation	Date
Q1	ELA.8.C.1 Communicating through Writing	Narrative Writing ELA.8.C.1.2	Write personal or fictional narratives using narrative techniques, varied transitions, and a clearly established point of view	Clarification 1: See Writing Types and Elaborative Techniques. Go to Page 183	LAFS.8.W.1.3	☐		
Q2		Argumentative Writing 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.	Clarification 1: See Writing Types and Elaborative Techniques. Go to Page 183	LAFS.8.W.1.1	☐		
Q3		Expository Writing 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.	Clarification 1: See Writing Types Go to Page 183	LAFS.8.W.1.2	☐		
Q1-4		Improving Writing ELA.8.C.1.5	Improve writing by planning, editing, considering feedback from adults and peers, and revising for clarity and cohesiveness.		LAFS.8.W.2.4 LAFS.8.W.2.5 LAFS.8.W.2.6	☐		
Q 1-4	ELA.8.C.2 Communicating Orally	Oral Presentation ELA.8.C.2.1	Present information orally, in a logical sequence, supporting the central idea with credible evidence.	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. Go to Page 190	LAFS.8.SL.2.4 LAFS.8.SL.2.6	☐		
Q 1-2 teach the 8th grade conventions. Apply across all quarters		Conventions ELA.8.C.3.1	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.	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. Go to Page 197	LAFS.8.L.2.3 LAFS.8.L.1.2	☒		

Suggested Pacing	Strand	BEST Standard	Skills/Concepts	Clarifications/Transition Guide	LAFS Standard	Terra Nova	Text Correlation	Date
Q 3	ELA.8.C.4 Researching	Researching and Using Information 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.	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.	LAFS.8.W.3.7 LAFS.8.W.3.8 LAFS.8.W.3.9	☒		
Q 1-4	ELA.8.C.5 Creating and Collaborating	Multimedia ELA.8.C.5.1	Integrate diverse digital media to emphasize the relevance of a topic or idea in oral or written tasks.		LAFS.8.W.2.6 LAFS.8.SL.1.1	☒		
Q 1-4		Technology in Communication ELA.8.C.5.2	Use a variety of digital tools to collaborate with others to produce writing		LAFS.8.W.2.6 LAFS.8.SL.2.5	☐		
	VOCABULARY							
Q 1-4		Academic Vocabulary ELA.8.V.1.1	Integrate academic vocabulary appropriate to grade level in speaking and writing.	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.	LAFS.8.L.1.1	☒		
Q 1-4		Morphology 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.	Clarification 1: See Common Greek and Latin Roots 6-8 and Affixes. Go to Pages 200- 204	LAFS.8.L.3.4	☒		
Q 1-4		Context and Connotation 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.	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. Go to Page 205 Clarification 3: See ELA.8.R.3.1 and Secondary Figurative Language.	LAFS.8.L.3.5	☒		

Suggested Pacing	Strand	BEST Standard	Skills/Concepts	Clarifications/Transition Guide	LAFS Standard	Terra Nova	Text Correlation	Date
Access the FL B.E.S.T. Standards and Appendices								