

Miami-Dade County Public Schools
Curriculum, Instruction, and School Improvement

Curriculum Pacing Guide



Language Arts / Reading *Eighth Grade*

**Miami-Dade County Public Schools
Curriculum, Instruction, & School Improvement
Curriculum Pacing Guide**

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**EIGHTH GRADE CURRICULUM PACING
OVERVIEW**

This document provides a pacing guide for instruction in Grade 8. It is designed to help teachers in pacing instruction of what students are expected to know and be able to use in Language Arts / Reading for the entire year.

Purpose of the Grade 8 Language Arts / Reading Curriculum Pacing Guide

The **Grade 8 Language Arts / Reading Curriculum Pacing Guide** was formulated for the purpose of providing Grade 8 teachers with a guide for pacing instruction throughout the year. The Division of Language Arts / Reading responded to the request of administrators and teachers in the field to create a guide that would serve as a resource for teachers. Most importantly, district interim assessments are aligned to this pacing document.

Description of the Grade 8 Language Arts / Reading Curriculum Pacing Guide

The **Grade 8 Language Arts / Reading Curriculum Pacing Guide** specifies the Sunshine State Standards (SSS) Benchmarks, Objectives, and Strands/Standards taught during each nine week instructional period.

- Column One – Strands/Standards:
Identifies the Strands/Standards as required by the SSS.
- Column Two - Objectives:
Identifies the specific, measurable objectives to be addressed in lessons. Please note that **On-going Objectives** must be taught during each nine week instructional period.
- Column Three – Benchmarks:
Contains the SSS Benchmarks for Grade 8.

Suggestions for Implementing the Grade 8 Language Arts / Reading Curriculum Pacing Guide

The role of the teacher is to:

- teach the SSS content matter;

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- provide classroom activities that address the SSS;
- enhance curriculum by using textbooks, manipulatives, technology, and other instructional materials;
- use varying methods of instruction to address diverse learning styles; and
- administer teacher - made assessments.

In addition to using the **Grade 8 Language Arts / Reading Curriculum Pacing Guide**, teachers should:

- consider intra-school collaborative planning and spiraling of the curriculum to ensure efficient and effective pacing and delivery of instruction;
- adjust pacing and discuss progress with peers;
- connect content area informational text to the Language Arts/Reading classes; and
- provide opportunities for the application of reading strategies to informational text.

If you have comments or suggestions to improve this document, please contact District Supervisor, Ms. Karen Spigler at kspigler@dadeschools.net or Executive Director, Reading First, Pauline Ward at pward@dadeschools.net of the Division of Language Arts / Reading.

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Grade Eight –1st Nine Weeks

Strands/Standards	Objectives	Benchmarks
<p style="text-align: center;"><u>Reading</u></p> <p>A1: The student uses the reading process effectively</p> <p>A2: The student constructs meaning from a wide range of texts</p>	<p>Ongoing Objectives:</p> <ul style="list-style-type: none"> • Applies reading strategies within and across selections: <ul style="list-style-type: none"> <input type="checkbox"/>monitors own reading by correction miscues (pronunciation errors), rereading, skimming, self-questioning, creating visual images, responding in writing, and summarizing <input type="checkbox"/>identifies main ideas(either stated or implied) with supporting details <input type="checkbox"/>orders events or steps in sequential or chronological order <input type="checkbox"/>distinguishes between fact and opinion <input type="checkbox"/>examines text for strong vs. weak arguments <input type="checkbox"/>makes inferences and generalizations about what is read and supports them with evidence from the text • Reads fluently a variety of materials at grade level, and monitors own comprehension through the use of appropriate comprehension strategies, using settings such as flexible groups, rereading, paired and other interactive reading activities. 	<p>Words and Phrases LA.A.1.3.2</p> <p>Main Idea, Plot, Purpose LA.A.2.3.1 LA.A.2.3.2</p> <p>LA.A.2.3.4</p>
<p style="text-align: center;"><u>Reading</u></p> <p>A1: The student uses the reading process effectively</p> <p>A2: The student constructs meaning from a wide range of texts</p>	<p>The eighth grade student will:</p> <ul style="list-style-type: none"> • identify and analyze textual patterns, such as analogies, comparison/contrast, cause/effect, problem/solution, and detail/main idea in major works and/or passages. • develop critical reading skills for independent and informational reading, including strategies for determining vocabulary meanings in context. • learn strategies such as reader response, peer questioning, student-generated questions, previewing and predicting content, reviewing, skimming and scanning, reading for detail, note taking, sequencing, and graphic organizers. • compare and contrast similar information contained in different text selections. • <i>use context and word structure clues to interpret words and ideas in text.</i> • <i>make inferences and generalizations about what is read.</i> 	<p>Words and Phrases LA.A.1.3.2</p> <p>Main Idea, Plot, Purpose LA.A.2.3.1 LA.A.2.3.2</p> <p>Comparisons and Cause/Effect LA.A.2.2.7</p> <p>Reference and Research LA.A.2.3.5 LA.A.2.3.8</p>

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Strands/Standards	Objectives	Benchmarks
	<ul style="list-style-type: none"> • <i>use graphic organizers and note-making to clarify meaning and to illustrate organizational pattern of texts.</i> • <i>determine a text's major ideas and how those ideas are supported with details.</i> • <i>draw inferences and support them with text evidence and experience (for example, conclusions or generalizations).</i> • <i>paraphrase and summarize text to recall, inform, or organize ideas.</i> • <i>analyze ways writers organize and present ideas (for example, through chronology, comparison-contrast, cause-effect).</i> • <i>discuss the meaning and role of point of view in a variety of texts.</i> • <i>state the author's purpose and relate it to specific details from the text.</i> • <i>distinguish between fact and opinion.</i> • <i>examine texts for identification of strong versus weak arguments.</i> • <i>identify and examine the influence of personal values on the conclusions an author draws.</i> • <i>form and revise questions for investigations (including but not limited to questions arising from readings).</i> • <i>organize and interpret information from a variety of sources for a school or real-world task.</i> 	
<u>Writing</u>	Ongoing Objectives: <ul style="list-style-type: none"> • Engages daily in both self-initiated and teacher-directed writing for a variety of purposes to 	Focus/Organization/ Support

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Strands/Standards	Objectives	Benchmarks
	be reflected upon or shared • Writes in a variety of modes: <input type="checkbox"/> expository, such as directions, explanations, reports, plans for projects, steps in a process <input type="checkbox"/> persuasive, such as commercials, advertisements, letter, essays <input type="checkbox"/> narrative/expressive such as journals, narratives, poetry, drama <input type="checkbox"/> uses creative writing strategies appropriate to format (e.g., using appropriate voice, descriptive language to clarify ideas and create vivid images, and elements of style, such as appropriate tone)	LA.B.1.3.1 LA.B.1.3.2 LA.B.2.3.3
<p style="text-align: center;"><u>Writing</u></p> <p>B1: The student uses writing processes effectively</p> <p>B2: The student writes to communicate ideas and information effectively</p>	<p>The eighth grade student will:</p> <ul style="list-style-type: none"> • prepare and maintaining a portfolio of writing which reflects the writing process in a variety of modes and formats and which shows evidence of student reflection and self-evaluation • write in a variety of modes (expository, persuasive, narrative/expressive) and in a variety of formats • evaluate writing by applying the rubric (focus, organization, support, conventions) used by the Florida Writing Assessment Program. • <i>focus on a central idea or topic (for example, excluding loosely related, extraneous, or repetitious information).</i> • <i>use an appropriate organizational pattern having a beginning, middle, end and transitional devices.</i> • <i>demonstrate a commitment to and an involvement with the subject that engages the reader.</i> • <i>demonstrate a command of the language, including precise word choice and use of appropriate figurative language.</i> 	<p>Focus/Organization/Support LA.B.1.3.1 LA.B.1.3.2 LA.B.2.3.3</p> <p>Conventions LA.B.1.3.3</p>

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Strands/Standards	Objectives	Benchmarks
	<ul style="list-style-type: none"> • <i>use an effective organizational pattern and substantial support to achieve a sense of completeness or wholeness (for example, considering audience, sequencing events, choosing effective words; using specific details to clarify meaning).</i> • <i>proofread writing to correct convention errors in mechanics, usage, and punctuation, using dictionaries, handbooks, and other resources, including teacher or peers, as appropriate.</i> • <i>revise draft to further develop a piece of writing by adding, deleting, and rearranging ideas and details.</i> • <i>know possible prewriting strategies for different writing tasks.</i> • <i>use a prewriting strategy suitable for the task (for example, brainstorming, graphic organizers, listing ideas)</i> • <i>experiment with various prewriting strategies to accommodate individual learning style.</i> • <i>identify correct spelling of commonly used words.</i> • <i>demonstrate knowledge of grammar and usage conventions.</i> • <i>demonstrate knowledge of punctuation conventions.</i> • <i>demonstrate knowledge of capitalization conventions.</i> 	
<u>Listening, Speaking, Viewing</u>	The eighth grade student will:	LA.C.1.3.1 LA.C.2.3.1

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Strands/Standards	Objectives	Benchmarks
C1: The student uses listening strategies effectively C2: The student uses viewing strategies effectively C3: The student uses speaking strategies effectively	<ul style="list-style-type: none"> • learn techniques for oral presentations, including retelling of fables, folktales, or legends. • follow verbal directions. • paraphrase information. • expand and enhance personal interest through listening. • summarize main concepts and list supporting details in a non-print message. • expand and enhance personal interest through listening. 	
<p style="text-align: center;"><u>Language</u></p> D1: The student understands the nature of language D2: The student understands the power of language	The eighth grade student will: <ul style="list-style-type: none"> • know patterns and rules found in the English language (for example, grammar usage, word pronunciation). • use words and images that best express intended messages. • use language appropriate to purpose and audience. 	LA.D.1.3.1 LA.D.2.3.1
<p style="text-align: center;"><u>Literature</u></p> E1: The student understands the common features of a variety of literary forms E2: The student responds critically to fiction, nonfiction, poetry, and drama	The eighth grade student will: <ul style="list-style-type: none"> • identification and analysis of characteristics of several genres, such as poetry, short stories, dramas, novels, myths, essays, biographies, autobiographies, with emphasis on the short story and the novel. • literary analysis focusing on story elements, such as characterization, plot (conflict/problem, chain of events, climax, resolution), setting, theme, point of view. • literary analysis focusing on characterization, especially in relation to culture, and elements of the author's craft, such as figurative language, foreshadowing, flashback, symbolism, and irony. 	Main Idea, Plot, and Purpose LA.E.1.3.2 LA.E.2.3.1 Comparison and Cause/Effect LA.E.2.2.1

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Strands/Standards	Objectives	Benchmarks
	<ul style="list-style-type: none"> • <i>describe or illustrate the setting in a literary text.</i> • <i>explain character development in a literary text.</i> • <i>create a graphic organizer that represents the complex elements of a plot in a literary text.</i> • <i>know the motives for a character's actions.</i> • <i>know the events in the plot related to the central conflict.</i> • <i>know the point of view of a literary work and how it affects the story line.</i> • <i>know how cause-and-effect relationships affect the development of a plot.</i> • <i>differentiates between major and minor conflicts and their resolutions in a variety of texts.</i> • <i>know the events in the plot related to the central conflict and identifies the rising action and climax/resolution where applicable.</i> • <i>know ways the tone of a literary work is used to support its story line.</i> • <i>know from various characters' point of view a situation related to the central conflict in a literary work.</i> 	
<p><u>Information Literacy/Study and Test-Taking Skills</u></p>	<p>The eighth grade student will:</p> <ul style="list-style-type: none"> • use study skill techniques such as peer questioning, student-generated questions, 	<p>LA.A.1.3.4 LA.B.2.3.1 LA.C.1.3.4</p>

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Strands/Standards	Objectives	Benchmarks
	<p>previewing, reviewing, skimming and scanning, note taking, and graphic organizers to clarify meaning</p> <ul style="list-style-type: none"> • use a variety of effective test-taking strategies, such as practicing for a formal assessment situation using an answer sheet, participating in timed reading and timed writing activities, and presenting and organizing information to write accurate and complete answers to prompts, essay questions, and performance task items. • recognize the need to use a variety of resources/reference materials, including print and electronic sources, appropriately. 	LA.C.3.3.3

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Grade Eight –2nd Nine Weeks

Strands/Standards	Objectives	Benchmarks
<p style="text-align: center;"><u>Reading</u></p> <p>A1: The student uses the reading process effectively</p> <p>A2: The student constructs meaning from a wide range of texts</p>	<p>Ongoing Objectives:</p> <ul style="list-style-type: none"> • Applies reading strategies within and across selections: <ul style="list-style-type: none"> <input type="checkbox"/>monitors own reading by correction miscues (pronunciation errors), rereading, skimming, self-questioning, creating visual images, responding in writing, and summarizing <input type="checkbox"/>identifies main ideas(either stated or implied) with supporting details <input type="checkbox"/>orders events or steps in sequential or chronological order <input type="checkbox"/>distinguishes between fact and opinion <input type="checkbox"/>examines text for strong vs. weak arguments <input type="checkbox"/>makes inferences and generalizations about what is read and supports them with evidence from the text • Reads fluently a variety of materials at grade level, and monitors own comprehension through the use of appropriate comprehension strategies, using settings such as flexible groups, rereading, paired and other interactive reading activities. 	<p>Words and Phrases LA.A.1.3.2</p> <p>Main Idea, Plot, Purpose LA.A.2.3.1 LA.A.2.3.2</p> <p>LA.A.2.3.4</p>
<p style="text-align: center;"><u>Reading</u></p> <p>A1: The student uses the reading process effectively</p> <p>A2: The student constructs meaning from a wide range of texts</p>	<p>The eighth grade student will:</p> <ul style="list-style-type: none"> • refine and apply previously learned pre-reading knowledge and skills of the seventh grade with increasingly complex reading selections and assignments and tasks. • use critical reading skills for independent, informational, and functional texts, such as understanding a cause/effect diagram, graph, chart, table, or map, including strategies for determining vocabulary meanings through word analysis. • use reading strategies, such as recognizing propaganda, drawing conclusions, making judgments based on text information, clarifying information, and using evidence from a selection to support opinion. • learn literary analysis focusing on characterization, especially in relation to culture, and elements of the author's craft, such as figurative language, foreshadowing, flashback, symbolism, and irony. 	<p>Words and Phrases LA.A.1.3.2</p> <p>Main Idea, Plot, Purpose LA.A.2.3.1 LA.A.2.3.2</p> <p>Comparisons and Cause/Effect LA.A.2.2.7</p> <p>Reference and Research LA.A.2.3.5 LA.A.2.3.8</p>

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Strands/Standards	Objectives	Benchmarks
	<ul style="list-style-type: none"> • analyze and evaluate the author's purpose and perspective (personal bias or point of view) toward a topic. • identify persuasive and propaganda techniques in text. • delineate the strengths and weaknesses of an argument in persuasive text. • know the difference between logical and illogical. and ethical and unethical statements in a piece of text. • develop and expand personal reading preferences through exploring a variety of prose, poetry and nonfiction. • <i>use context and word structure clues to interpret words and ideas in text.</i> • <i>make inferences and generalizations about what is read.</i> • <i>use graphic organizers and note-making to clarify meaning and to illustrate organizational pattern of texts.</i> • <i>determine a text's major ideas and how those ideas are supported with details.</i> • <i>draw inferences and support them with text evidence and experience (for example, conclusions or generalizations).</i> • <i>paraphrase and summarize text to recall, inform, or organize ideas.</i> • <i>analyze ways writers organize and present ideas (for example, through chronology, comparison-contrast, cause-effect).</i> • <i>discuss the meaning and role of point of view in a variety of texts.</i> 	<p>LA.A.1.3.1 LA.A.2.3.3 LA.A.2.3.4</p>

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Strands/Standards	Objectives	Benchmarks
	<ul style="list-style-type: none"> • <i>state the author's purpose and relate it to specific details from the text.</i> • <i>distinguish between fact and opinion.</i> • <i>examine texts for identification of strong versus weak arguments.</i> • <i>identify and examine the influence of personal values on the conclusions an author draws.</i> • <i>form and revise questions for investigations (including but not limited to questions arising from readings).</i> • <i>organize and interpret information from a variety of sources for a school or real-world task.</i> 	
<u>Writing</u>	<p>Ongoing Objectives:</p> <ul style="list-style-type: none"> • Engages daily in both self-initiated and teacher-directed writing for a variety of purposes to be reflected upon or shared • Writes in a variety of modes: <ul style="list-style-type: none"> <input type="checkbox"/> expository, such as directions, explanations, reports, plans for projects, steps in a process <input type="checkbox"/> persuasive, such as commercials, advertisements, letter, essays <input type="checkbox"/> narrative/expressive such as journals, narratives, poetry, drama <input type="checkbox"/> uses creative writing strategies appropriate to format (e.g., using appropriate voice, descriptive language to clarify ideas and create vivid images, and elements of style, such as appropriate tone) 	<p>Focus/Organization/ Support LA.B.1.3.1 LA.B.1.3.2 LA.B.2.3.3</p>
		Focus/Organization/

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Strands/Standards	Objectives	Benchmarks
<u>Writing</u>		
B1: The student uses writing processes effectively	<p>The eighth grade student will:</p> <ul style="list-style-type: none"> • prepare and maintaining a portfolio of writing which reflects the writing process in a variety of modes and formats and which shows evidence of student reflection and self-evaluation 	<p>Support LA.B.1.3.1 LA.B.1.3.2 LA.B.2.3.3</p>
B2: The student writes to communicate ideas and information effectively	<ul style="list-style-type: none"> • write in a variety of modes (expository, persuasive, narrative/expressive) and in a variety of formats • evaluate writing by applying the rubric (focus, organization, support, conventions) used by the Florida Writing Assessment Program. • <i>focus on a central idea or topic (for example, excluding loosely related, extraneous, or repetitious information).</i> • <i>use an appropriate organizational pattern having a beginning, middle, end and transitional devices.</i> • <i>demonstrate a commitment to and an involvement with the subject that engages the reader.</i> • <i>demonstrate a command of the language, including precise word choice and use of appropriate figurative language.</i> • <i>use an effective organizational pattern and substantial support to achieve a sense of completeness or wholeness (for example, considering audience, sequencing events, choosing effective words; using specific details to clarify meaning).</i> • <i>proofread writing to correct convention errors in mechanics, usage, and punctuation, using dictionaries, handbooks, and other resources, including teacher or peers, as appropriate.</i> • <i>revise draft to further develop a piece of writing by adding, deleting, and rearranging ideas</i> 	<p>Conventions LA.B.1.3.3</p>

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Strands/Standards	Objectives	Benchmarks
	<p><i>and details.</i></p> <ul style="list-style-type: none"> • <i>know possible prewriting strategies for different writing tasks.</i> • <i>use a prewriting strategy suitable for the task (for example, brainstorming, graphic organizers, listing ideas)</i> • <i>experiment with various prewriting strategies to accommodate individual learning style.</i> • <i>identify correct spelling of commonly used words.</i> • <i>demonstrate knowledge of grammar and usage conventions.</i> • <i>demonstrate knowledge of punctuation conventions.</i> • <i>demonstrate knowledge of capitalization conventions.</i> 	
<p><u>Listening, Speaking, Viewing</u></p> <p>C1: The student uses listening strategies effectively</p> <p>C2: The student uses viewing strategies effectively</p> <p>C3: The student uses speaking strategies effectively</p>	<p>The eighth grade student will:</p> <ul style="list-style-type: none"> • listen to fiction, drama, nonfiction, and informational presentations based on personal preferences. • identify biases and stereotypes in nonprint messages. • evaluate classroom presentations according to volume, stress, pacing, and pronunciation. • organize and effectively deliver a speech using basic beginning, middle, and end. • respond to persuasive techniques and nonverbal cues in a nonprint message (for example, body language, silence, juxtaposition). 	<p>LA.C.1.3.2 LA.C.2.3.1 LA.C.3.3.1</p>
<p><u>Language</u></p> <p>D1: The student understands the</p>	<p>The eighth grade student will:</p> <ul style="list-style-type: none"> • transfer information gathered and recorded informally into a formal presentation. 	<p>LA.D.1.3.3 LA.D.2.3.2</p>

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Strands/Standards	Objectives	Benchmarks
nature of language D2: The student understands the power of language	<ul style="list-style-type: none"> • know when to use formal and informal English based on audience and purpose. • use figurative language techniques to create and comprehend meaning (for example, similes, metaphors, analogies, anecdotes, sensory language). 	
<p style="text-align: center;"><u>Literature</u></p> E1: The student understands the common features of a variety of literary forms E2: The student responds critically to fiction, nonfiction, poetry, and drama	<p>The eighth grade student will:</p> <ul style="list-style-type: none"> • literary analysis focusing on story elements, such as characterization, plot (conflict/problem, chain of events, climax, resolution), setting, theme, point of view. • identify universal themes in various types of literature. • know ways author’s word choice contributes to the meaning of a text. • identify symbolism and figurative language used effectively in fiction and nonfiction. • know the role of point of view or persona in a literary or informational text. • identify literary devices (for example, foreshadowing, flashbacks, irony). • <i>describe or illustrate the setting in a literary text.</i> • <i>explain character development in a literary text.</i> • <i>create a graphic organizer that represents the complex elements of a plot in a literary text.</i> • <i>know the motives for a character’s actions.</i> • <i>know the events in the plot related to the central conflict.</i> • <i>know the point of view of a literary work and how it affects the story line.</i> 	<p>Main Idea, Plot, and Purpose LA.E.1.3.2 LA.E.2.3.1</p> <p>Comparison and Cause/Effect LA.E.2.2.1</p> <p>LA.E.1.3.1 LA.E.1.3.3 LA.E.1.3.4 LA.E.2.3.2</p>

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Strands/Standards	Objectives	Benchmarks
	<ul style="list-style-type: none"> • <i>know how cause-and-effect relationships affect the development of a plot.</i> • <i>differentiates between major and minor conflicts and their resolutions in a variety of texts.</i> • <i>know the events in the plot related to the central conflict and identifies the rising action and climax/resolution where applicable.</i> • <i>know ways the tone of a literary work is used to support its story line.</i> • <i>know from various characters' point of view a situation related to the central conflict in a literary work.</i> • understand the mood in a literary work. • identify persuasion techniques in literary works. • know ways effective word choice, uses of dialect and sensory or figurative language contribute to the mood or meaning of a poem. • understand the impact on the reader of specific word choices (for example, multiple meanings, invented words, concrete or abstract terms, figurative language). • understand ways line length, punctuation, and rhythm contribute to the overall effect of a poem. • select a key passage that reflects personal convictions. • describe how line length, punctuation, and rhythm contribute to the overall effect of a poem. • explain or demonstrate how phrases, sentences, or passages relate to personal life. 	

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	<ul style="list-style-type: none"> • infer the mood in a literary work. • analyze and explain persuasion techniques in literary works. 	
<p><u>Information Literacy/Study and Test-Taking Skills</u></p>	<p>The eighth grade student will:</p> <ul style="list-style-type: none"> • use study skill techniques such as peer questioning, student-generated questions, previewing, reviewing, skimming and scanning, note taking, and graphic organizers to clarify meaning • use a variety of effective test-taking strategies, such as practicing for a formal assessment situation using an answer sheet, participating in timed reading and timed writing activities, and presenting and organizing information to write accurate and complete answers to prompts, essay questions, and performance task items. • recognize the need to use a variety of resources/reference materials, including print and electronic sources, appropriately. 	<p>LA.A.1.3.4 LA.B.2.3.1 LA.C.1.3.4 LA.C.3.3.3</p>

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Grade Eight–3rd Nine Weeks

Strands/Standards	Objectives	Benchmarks
<p style="text-align: center;"><u>Reading</u></p> <p>A1: The student uses the reading process effectively</p> <p>A2: The student constructs meaning from a wide range of texts</p>	<p>Ongoing Objectives:</p> <ul style="list-style-type: none"> • Applies reading strategies within and across selections: <ul style="list-style-type: none"> <input type="checkbox"/>monitors own reading by correction miscues (pronunciation errors), rereading, skimming, self-questioning, creating visual images, responding in writing, and summarizing <input type="checkbox"/>identifies main ideas(either stated or implied) with supporting details <input type="checkbox"/>orders events or steps in sequential or chronological order <input type="checkbox"/>distinguishes between fact and opinion <input type="checkbox"/>examines text for strong vs. weak arguments <input type="checkbox"/>makes inferences and generalizations about what is read and supports them with evidence from the text • Reads fluently a variety of materials at grade level, and monitors own comprehension through the use of appropriate comprehension strategies, using settings such as flexible groups, rereading, paired and other interactive reading activities. 	<p>Words and Phrases LA.A.1.3.2</p> <p>Main Idea, Plot, Purpose LA.A.2.3.1 LA.A.2.3.2</p> <p>LA.A.2.3.4</p>
<p style="text-align: center;"><u>Reading</u></p> <p>A1: The student uses the reading process effectively</p> <p>A2: The student constructs meaning from a wide range of texts</p>	<p>The eighth grade student will:</p> <ul style="list-style-type: none"> • extends the vocabulary-building expectations of the seventh grade using eighth grade or higher level vocabulary. •use critical reading skills for independent and informational reading, including strategies for determining meaning and tone through denotation and connotation. •use critical reading skills for dramatic literature. •learn literary analysis focusing on characterization, especially in relation to culture, and elements of the author’s craft such as figurative language, foreshadowing, flashback, symbolism, and irony. •classify and record information (for example, using computer technology, data files). •compile information using graphic organizers. 	<p>Words and Phrases LA.A.1.3.2</p> <p>Main Idea, Plot, Purpose LA.A.2.3.1 LA.A.2.3.2</p> <p>Comparisons and Cause/Effect LA.A.2.2.7</p> <p>Reference and Research LA.A.2.3.5 LA.A.2.3.8</p>

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Strands/Standards	Objectives	Benchmarks
	<ul style="list-style-type: none"> • organize and summarize information using an appropriate format. • <i>use context and word structure clues to interpret words and ideas in text.</i> • <i>make inferences and generalizations about what is read.</i> • <i>use graphic organizers and note-making to clarify meaning and to illustrate organizational pattern of texts.</i> • <i>determine a text's major ideas and how those ideas are supported with details.</i> • <i>draw inferences and support them with text evidence and experience (for example, conclusions or generalizations).</i> • <i>paraphrase and summarize text to recall, inform, or organize ideas.</i> • <i>analyze ways writers organize and present ideas (for example, through chronology, comparison-contrast, cause-effect).</i> • <i>discuss the meaning and role of point of view in a variety of texts.</i> • <i>state the author's purpose and relate it to specific details from the text.</i> • <i>distinguish between fact and opinion.</i> • <i>examine texts for identification of strong versus weak arguments.</i> • <i>identify and examine the influence of personal values on the conclusions an author draws.</i> • <i>form and revise questions for investigations (including but not limited to questions arising from readings).</i> 	<p>LA.A.1.3.3 LA.A.2.3.7</p>

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Strands/Standards	Objectives	Benchmarks
	<ul style="list-style-type: none"> • <i>organize and interpret information from a variety of sources for a school or real-world task.</i> 	
<u>Writing</u>	<p>Ongoing Objectives:</p> <ul style="list-style-type: none"> • Engages daily in both self-initiated and teacher-directed writing for a variety of purposes to be reflected upon or shared • Writes in a variety of modes: <ul style="list-style-type: none"> <input type="checkbox"/> expository, such as directions, explanations, reports, plans for projects, steps in a process <input type="checkbox"/> persuasive, such as commercials, advertisements, letter, essays <input type="checkbox"/> narrative/expressive such as journals, narratives, poetry, drama <input type="checkbox"/> uses creative writing strategies appropriate to format (e.g., using appropriate voice, descriptive language to clarify ideas and create vivid images, and elements of style, such as appropriate tone) 	<p>Focus/Organization/Support LA.B.1.3.1 LA.B.1.3.2 LA.B.2.3.3</p>
<p style="text-align: center;"><u>Writing</u></p> <p>B1: The student uses writing processes effectively</p> <p>B2: The student writes to communicate ideas and information effectively</p>	<p>The eighth grade student will:</p> <ul style="list-style-type: none"> • prepare and maintaining a portfolio of writing which reflects the writing process in a variety of modes and formats and which shows evidence of student reflection and self-evaluation • write in a variety of modes (expository, persuasive, narrative/expressive) and in a variety of formats • evaluate writing by applying the rubric (focus, organization, support, conventions) used by the Florida Writing Assessment Program. • <i>focus on a central idea or topic (for example, excluding loosely related, extraneous, or repetitious information).</i> • <i>use an appropriate organizational pattern having a beginning, middle, end and transitional devices.</i> • <i>demonstrate a commitment to and an involvement with the subject that engages the reader.</i> 	<p>Focus/Organization/Support LA.B.1.3.1 LA.B.1.3.2 LA.B.2.3.3</p> <p>Conventions LA.B.1.3.3</p>

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Strands/Standards	Objectives	Benchmarks
	<ul style="list-style-type: none"> • <i>demonstrate a command of the language, including precise word choice and use of appropriate figurative language.</i> • <i>use an effective organizational pattern and substantial support to achieve a sense of completeness or wholeness (for example, considering audience, sequencing events, choosing effective words; using specific details to clarify meaning).</i> • <i>proofread writing to correct convention errors in mechanics, usage, and punctuation, using dictionaries, handbooks, and other resources, including teacher or peers, as appropriate.</i> • <i>revise draft to further develop a piece of writing by adding, deleting, and rearranging ideas and details.</i> • <i>know possible prewriting strategies for different writing tasks.</i> • <i>use a prewriting strategy suitable for the task (for example, brainstorming, graphic organizers, listing ideas)</i> • <i>experiment with various prewriting strategies to accommodate individual learning style.</i> • <i>identify correct spelling of commonly used words.</i> • <i>demonstrate knowledge of grammar and usage conventions.</i> • <i>demonstrate knowledge of punctuation conventions.</i> • <i>demonstrate knowledge of capitalization conventions.</i> 	
<p><u>Listening, Speaking, Viewing</u></p> <p>C1: The student uses listening strategies effectively</p>	<p>The eighth grade student will:</p> <ul style="list-style-type: none"> • participate in classroom discussions using effective speaking strategies (for example, asking questions, making observations). 	<p>LA.C.1.3.4 LA.C.3.3.2</p>

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Strands/Standards	Objectives	Benchmarks
C2: The student uses viewing strategies effectively C3: The student uses speaking strategies effectively	<ul style="list-style-type: none"> • alternate between roles of contributor and leader in a group discussion. • demonstrate effective listening behaviors for a variety of purposes (for example, using contact, note-making, appropriate posture). • ask appropriate, challenging questions for elaboration or clarification during activities such as interviews and discussion. • summarize main points and supporting details orally or in writing. • use information gained for a variety of purpose 	
<p style="text-align: center;"><u>Language</u></p> D1: The student understands the nature of language D2: The student understands the power of language	<p>The eighth grade student will:</p> <ul style="list-style-type: none"> • understand ways culture and time period influence a literary work. • compares and contrasts literature from different time periods and cultures to understand concepts and themes. • distinguishes between emotional and logical arguments in written, oral, and visual communication. • understand differences between propaganda and logical reasoning strategies. • use multimedia tools to enhance presentations. 	LA.D.1.3.2 LA.D.2.3.3 LA.D.2.3.5
<p style="text-align: center;"><u>Literature</u></p> E1: The student understands the common features of a variety of literary forms	<p>The eighth grade student will:</p> <ul style="list-style-type: none"> • <i>describe or illustrate the setting in a literary text.</i> • <i>explain character development in a literary text.</i> 	Main Idea, Plot, and Purpose LA.E.1.3.2 LA.E.2.3.1

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Strands/Standards	Objectives	Benchmarks
<p>E2: The student responds critically to fiction, nonfiction, poetry, and drama</p>	<ul style="list-style-type: none"> • <i>create a graphic organizer that represents the complex elements of a plot in a literary text.</i> • <i>know the motives for a character's actions.</i> • <i>know the events in the plot related to the central conflict.</i> • <i>know the point of view of a literary work and how it affects the story line.</i> • <i>know how cause-and-effect relationships affect the development of a plot.</i> • <i>differentiates between major and minor conflicts and their resolutions in a variety of texts.</i> • <i>know the events in the plot related to the central conflict and identifies the rising action and climax/resolution where applicable.</i> • <i>know ways the tone of a literary work is used to support its story line.</i> • <i>know from various characters' point of view a situation related to the central conflict in a literary work.</i> • read literature by authors from various cultural and historical backgrounds. • read and discuss literature with differing viewpoints to enhance perspective. • recognize and summarize possible themes in a variety of works, including classic literature. • identify and explain themes which appear across cultures. • know and discuss recurring and timeless themes in literary works. 	<p>Comparison and Cause/Effect LA.E.2.2.1</p> <p>LA.E.2.3.4 LA.E.2.3.8 LA.E.1.3.5</p>

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Strands/Standards	Objectives	Benchmarks
<u>Information Literacy/Study and Test-Taking Skills</u>	<p>The eighth grade student will:</p> <ul style="list-style-type: none"> • use study skill techniques such as peer questioning, student-generated questions, previewing, reviewing, skimming and scanning, note taking, and graphic organizers to clarify meaning. • use a variety of effective test-taking strategies, such as practicing for a formal assessment situation using an answer sheet, participating in timed reading and timed writing activities, and presenting and organizing information to write accurate and complete answers to prompts, essay questions, and performance task items. • recognize the need to use a variety of resources/reference materials, including print and electronic sources, appropriately. 	<p>LA.A.1.3.4 LA.B.2.3.1 LA.C.1.3.4 LA.C.3.3.3</p>

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Grade Eight–4th Nine Weeks

Strands/Standards	Objectives	Benchmarks
<p style="text-align: center;"><u>Reading</u></p> <p>A1: The student uses the reading process effectively</p> <p>A2: The student constructs meaning from a wide range of texts</p>	<p>Ongoing Objectives:</p> <ul style="list-style-type: none"> • Applies reading strategies within and across selections: <ul style="list-style-type: none"> <input type="checkbox"/> monitors own reading by correction miscues (pronunciation errors), rereading, skimming, self-questioning, creating visual images, responding in writing, and summarizing <input type="checkbox"/> identifies main ideas (either stated or implied) with supporting details <input type="checkbox"/> orders events or steps in sequential or chronological order <input type="checkbox"/> distinguishes between fact and opinion <input type="checkbox"/> examines text for strong vs. weak arguments <input type="checkbox"/> makes inferences and generalizations about what is read and supports them with evidence from the text • Reads fluently a variety of materials at grade level, and monitors own comprehension through the use of appropriate comprehension strategies, using settings such as flexible groups, rereading, paired and other interactive reading activities. 	<p>Words and Phrases LA.A.1.3.2</p> <p>Main Idea, Plot, Purpose LA.A.2.3.1 LA.A.2.3.2</p> <p>LA.A.2.3.4</p>
<p style="text-align: center;"><u>Reading</u></p> <p>A1: The student uses the reading process effectively</p> <p>A2: The student constructs meaning from a wide range of texts</p>	<p>The eighth grade student will:</p> <ul style="list-style-type: none"> • refine previously learned knowledge and skills of the seventh grade with increasingly complex reading texts and assignments and tasks (for example, monitoring comprehension, modifying understanding, summarizing, using text structure for recall, analyzing information to create a report). • analyze fiction, including techniques of character analysis, elements of the author’s craft, and author’s purpose or point of view. • provide criteria for choosing the most efficient, credible source for finding information on a given topic. • use of resources/references and organizational frameworks as tools for generating a product which draws from and gives credit to sources. • use critical reading skills for independent and informational reading. 	<p>Words and Phrases LA.A.1.3.2</p> <p>Main Idea, Plot, Purpose LA.A.2.3.1 LA.A.2.3.2</p> <p>Comparisons and Cause/Effect LA.A.2.2.7</p> <p>Reference and Research LA.A.2.3.5 LA.A.2.3.8</p>

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Strands/Standards	Objectives	Benchmarks
	<ul style="list-style-type: none"> • restate or paraphrase text by summarizing. • use the text's structure or progression of ideas to locate and recall information(for example, cause and effect chronology). • analyze information from one textual source to create a report. • gather information from variety of sources, including primary sources, (for example, magazines and newspapers). • evaluate and use information from a variety of sources, including primary sources, when researching content area topics. • <i>use context and word structure clues to interpret words and ideas in text.</i> • <i>make inferences and generalizations about what is read.</i> • <i>use graphic organizers and note-making to clarify meaning and to illustrate organizational pattern of texts.</i> • <i>determine a text's major ideas and how those ideas are supported with details.</i> • <i>draw inferences and support them with text evidence and experience (for example, conclusions or generalizations).</i> • <i>paraphrase and summarize text to recall, inform, or organize ideas.</i> • <i>analyze ways writers organize and present ideas (for example, through chronology, comparison-contrast, cause-effect).</i> • <i>discuss the meaning and role of point of view in a variety of texts.</i> 	<p>LA.A.1.3.4 LA.A.2.3.6</p>

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Strands/Standards	Objectives	Benchmarks
	<ul style="list-style-type: none"> • <i>state the author's purpose and relate it to specific details from the text.</i> • <i>distinguish between fact and opinion.</i> • <i>examine texts for identification of strong versus weak arguments.</i> • <i>identify and examine the influence of personal values on the conclusions an author draws.</i> • <i>form and revise questions for investigations (including but not limited to questions arising from readings).</i> • <i>organize and interpret information from a variety of sources for a school or real-world task.</i> 	
<u>Writing</u>	<p>Ongoing Objectives:</p> <ul style="list-style-type: none"> • Engages daily in both self-initiated and teacher-directed writing for a variety of purposes to be reflected upon or shared • Writes in a variety of modes: <ul style="list-style-type: none"> <input type="checkbox"/> expository, such as directions, explanations, reports, plans for projects, steps in a process <input type="checkbox"/> persuasive, such as commercials, advertisements, letter, essays <input type="checkbox"/> narrative/expressive such as journals, narratives, poetry, drama <input type="checkbox"/> uses creative writing strategies appropriate to format (e.g., using appropriate voice, descriptive language to clarify ideas and create vivid images, and elements of style, such as appropriate tone) 	<p>Focus/Organization/Support LA.B.1.3.1 LA.B.1.3.2 LA.B.2.3.3</p>
<p style="text-align: center;"><u>Writing</u></p> <p>B1: The student uses writing processes effectively</p> <p>B2: The student writes to</p>	<p>The eighth grade student will:</p> <ul style="list-style-type: none"> • prepare and maintaining a portfolio of writing which reflects the writing process in a variety of modes and formats and which shows evidence of student reflection and self-evaluation • write in a variety of modes (expository, persuasive, narrative/expressive) and in a variety of 	<p>Focus/Organization/Support LA.B.1.3.1 LA.B.1.3.2 LA.B.2.3.3</p>

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Strands/Standards	Objectives	Benchmarks
<p>communicate ideas and information effectively</p>	<p>formats</p> <ul style="list-style-type: none"> ● evaluate writing by applying the rubric (focus, organization, support, conventions) used by the Florida Writing Assessment Program. ● <i>focus on a central idea or topic (for example, excluding loosely related, extraneous, or repetitious information).</i> ● <i>use an appropriate organizational pattern having a beginning, middle, end and transitional devices.</i> ● <i>demonstrate a commitment to and an involvement with the subject that engages the reader.</i> ● <i>demonstrate a command of the language, including precise word choice and use of appropriate figurative language.</i> ● <i>use an effective organizational pattern and substantial support to achieve a sense of completeness or wholeness (for example, considering audience, sequencing events, choosing effective words; using specific details to clarify meaning).</i> ● <i>proofread writing to correct convention errors in mechanics, usage, and punctuation, using dictionaries, handbooks, and other resources, including teacher or peers, as appropriate.</i> ● <i>revise draft to further develop a piece of writing by adding, deleting, and rearranging ideas and details.</i> ● <i>know possible prewriting strategies for different writing tasks.</i> ● <i>use a prewriting strategy suitable for the task (for example, brainstorming, graphic organizers, listing ideas)</i> ● <i>experiment with various prewriting strategies to accommodate individual learning style.</i> 	<p>Conventions LA.B.1.3.3</p>

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	<ul style="list-style-type: none"> • <i>identify correct spelling of commonly used words.</i> • <i>demonstrate knowledge of grammar and usage conventions.</i> • <i>demonstrate knowledge of punctuation conventions.</i> • <i>demonstrate knowledge of capitalization conventions.</i> 	
<p><u>Listening, Speaking, Viewing</u></p> <p>C1: The student uses listening strategies effectively</p> <p>C2: The student uses viewing strategies effectively</p> <p>C3: The student uses speaking strategies effectively</p>	<p>The eighth grade student will:</p> <ul style="list-style-type: none"> • techniques for the development, delivery, and evaluation of informative presentations based on research investigations. • recognize verbal and nonverbal cues and responds appropriately. • demonstrate nonverbal cues to convey a message to an audience (for example, movement, gestures, facial expressions). • identify the occasion, audience, and purpose for speaking. • use appropriate grammar, word choice, and pacing. • use language which is clear, audible, and suitable. • deliver an effective informational, persuasive, or technical speech. 	<p>LA.C.1.3.3 LA.C.2.3.2 LA.C.3.3.3</p>
<p><u>Language</u></p> <p>D1: The student understands the nature of language</p>	<p>The eighth grade student will:</p> <ul style="list-style-type: none"> • explore the origin and historical development of words. • analyze words and sentence patterns that have changed in meaning over the years. 	<p>LA.D.1.3.4 LA.D.2.3.4 LA.D.2.3.6 LA.A.2.3.7</p>

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D2: The student understands the power of language	<ul style="list-style-type: none"> • select communication tools that will enhance understanding. • know ways the tools of graphics, pictures, color, motion, music, and computer technology affect communication across the media. • understand ways mass media may enhance or manipulate information. • understand ways laws govern use of mass media (for example, plagiarism, copyright, libel, slander). 	
<p style="text-align: center;"><u>Literature</u></p> E1: The student understands the common features of a variety of literary forms E2: The student responds critically to fiction, nonfiction, poetry, and drama	The eighth grade student will: <ul style="list-style-type: none"> • <i>describe or illustrate the setting in a literary text.</i> • <i>explain character development in a literary text.</i> • <i>create a graphic organizer that represents the complex elements of a plot in a literary text.</i> • <i>know the motives for a character's actions.</i> • <i>know the events in the plot related to the central conflict.</i> • <i>know the point of view of a literary work and how it affects the story line.</i> • <i>know how cause-and-effect relationships affect the development of a plot.</i> • <i>differentiates between major and minor conflicts and their resolutions in a variety of texts.</i> • <i>know the events in the plot related to the central conflict and identifies the rising</i> 	Main Idea, Plot, and Purpose LA.E.1.3.2 LA.E.2.3.1 Comparison and Cause/Effect LA.E.2.2.1 LA.E.2.3.5 LA.E.2.3.6 LA.E.2.3.7

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	<p style="text-align: center;"><i>action and climax/resolution where applicable.</i></p> <ul style="list-style-type: none"> • <i>know ways the tone of a literary work is used to support its story line.</i> • <i>know from various characters' point of view a situation related to the central conflict in a literary work.</i> • gain a better understanding of self through the reading of literature. • explain the influence of a particular text on personal growth and development. • read literature for personal pleasure. • know different literary approaches that are used in the study of literature. 	