



Alignment Document
State of Arizona and Aventa Learning

Language Arts (Reading) 8

Strand	Common Curriculum Goal	Standard	Lesson Name
1 Reading Process	1.4 Acquire and use new vocabulary in relevant contexts.	1.4.PO 1 Determine the meaning of vocabulary using linguistic roots and affixes (e.g., Greek, Anglo-Saxon, Latin).	Start Word Study with Lesson 9: Imagery
		1.4.PO 2 Use context to identify the intended meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).	Start Reader Response Journal with Lesson 1: Read All About It
		1.4.PO 3 Use context to identify the meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).	Start Reader Response Journal with Lesson 1: Read All About It
		1.4.PO 4 Determine the meaning of figurative language, including similes, metaphors, personification, idioms, hyperbole, and technical language.	Lesson 27: War and Poetry
		1.4.PO 5 Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, and glossaries (and CD-ROM and the Internet when available).	Lesson 11: Language Usage Training

	1.5 Read fluently.	1.5.PO 1 Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).	Lesson 10: Metaphor and My Life. Find similarities and differences across texts such as in treatment, scope, or organization, and use appropriate verbal skills to respond to text. Lesson 20: Cultural Traditions in America. Students will examine different cultural traditions in American through a variety of texts.
	1.6 Employ strategies to comprehend text.	1.6.PO 1 Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	Lesson 1: Read All About It!
		1.6.PO 2 Confirm predictions about text for accuracy.	
		1.6.PO 3 Generate clarifying questions in order to comprehend text.	
		1.6.PO 4 Use graphic organizers in order to clarify the meaning of the text.	
		1.6.PO 5 Connect information and events in text to experience and to related text and sources.	

		<p>1.6.PO 6 Apply knowledge of the organizational structures (e.g., (chronological order, compare and contrast, cause and effect relationships, logical order, by classification) of text to aid comprehension.</p>	<p>Lesson 3: Determine a Universal Theme. Students will be able to compare and contrast print media with a film, assess how language and presentation contribute to a message.</p>
		<p>1.6.PO 7 Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to interpret text.</p>	<p>Lesson 1: Read All About it!</p>
<p>2 Comprehending Literary Text</p>	<p>2.1 Identify, analyze, and apply knowledge of the structures and elements of literature.</p>	<p>2.1.PO 1 Analyze plot development (e.g., conflict, subplots, parallel episodes) to determine how conflicts are resolved.</p>	<p>Lesson 26: Examine the unit theme, war, while studying common literary features of short stories including conflict, character and point of view.</p>

			Lesson 33: Examine the unit theme, social justice, while studying common literary features of short stories including conflict, character, and point of view.
		2.1.PO 2 Compare (and contrast) themes across works of prose, poetry, and drama.	Lesson 3: Determine a Universal Theme. Students will be able to compare and contrast print media with a film, assess how language and presentation contribute to a message.
		2.1.PO 3 Describe a character, based upon the thoughts, words, and actions of the character, the narrator s description, and other characters.	Lesson 9: Characterization and Self-Improvement. Students will be able to recognize and interpret literary devices, analyze ways authors organize ideas and present theme through characterization.
		2.1.PO 4 Contrast points of view (e.g., first vs. third, limited vs. omniscient) in literary text.	Lesson 8: Voice and Point of View.
		2.1.PO 5 Analyze the relevance of the setting (e.g., time, place, situation) to the mood and tone of the text.	Lesson 24: Fairy Tales Across Cultures.

		2.1.PO 6 Draw conclusions about the style, mood, and meaning of literary text based on the author s word choice.	
		2.1.PO 7 Analyze the characteristics and structural elements (essential attributes) of a variety of poetic forms (e.g., epic, lyric, sonnet, ballad, elegy, haiku, free verse).	Lesson 27: War and Poetry
	2.2 Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature.	2.2.PO 1 Describe the historical and cultural aspects found in cross-cultural works of literature.	Lesson 20: Cultural Traditions in America. Students will examine different cultural traditions in American through a variety of texts. Lesson 23: Cultural Traditions Abroad. Students will explore cultural traditions all over the world through a variety of texts. They will read and listen to numerous essays and be asked to assess their own beliefs.
3 Comprehending Informational Text	3.1 Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.	3.1.PO 1 Restate the main idea (explicit or implicit) and supporting details in expository text.	

		3.1.PO 2 Summarize the main idea (stated or implied) and critical details of expository text, maintaining chronological, sequential, or logical order.	See 6+1 Rubric "Organization." This rubric is used in every formal writing assessment.
		3.1.PO 3 Distinguish fact from opinion in expository text, providing supporting evidence from text.	Lesson 34: Social Justice in the Media
		3.1.PO 4 Identify the author's stated or implied purpose(s) for writing expository text.	Lesson 34: Social Justice in the Media
		3.1.PO 5 Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words, topic sentences, concluding sentences, end notes, footnotes, bibliographic references) in expository text.	Lesson 6: Research. Students will be able to read widely for different purposes in varied sources, select varied sources when reading for information, use writing as a tool for learning and research, take notes from relevant and authoritative sources, and present information in various forms using technology.

		<p>3.1.PO 6 Locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, CD-ROM, website) for a specific purpose.</p>	<p>Lesson 6: Research. Students will be able to read widely for different purposes in varied sources, select varied sources when reading for information, use writing as a tool for learning and research, take notes from relevant and authoritative sources, and present information in various forms using technology.</p>
		<p>3.1.PO 7 Differentiate between primary and secondary source materials.</p>	<p>Lesson 6: Research. Students will be able to read widely for different purposes in varied sources, select varied sources when reading for information, use writing as a tool for learning and research, take notes from relevant and authoritative sources, and present information in various forms using technology.</p>
		<p>3.1.PO 8 Interpret graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) of expository text.</p>	<p>N/A or Lesson Needed</p>

		<p>3.1.PO 9 Apply knowledge of organizational structures (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order, classification schemes) of expository text to aid comprehension.</p>	<p>Lesson 6: Research. Students will be able to read widely for different purposes in varied sources, select varied sources when reading for information, use writing as a tool for learning and research, take notes from relevant and authoritative sources, and present information in various forms using technology.</p>
		<p>3.1.PO 10 Make relevant inferences about expository text, supported by text evidence.</p>	<p>Lesson 6: Research. Students will be able to read widely for different purposes in varied sources, select varied sources when reading for information, use writing as a tool for learning and research, take notes from relevant and authoritative sources, and present information in various forms using technology.</p>
		<p>3.1.PO 11 Compare (and contrast) the central ideas and concepts from selected readings on a specific topic.</p>	<p>Lesson 24: Fairy Tales Across Cultures</p>
		<p>3.1.PO 12 Explain how authors use elements (e.g., language choice, organization) of expository text to achieve their purposes.</p>	<p>Lesson 28: War in the Media</p>

	3.2 Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.	3.2.PO 1 Use information from text and text features to determine the sequence of activities needed to carry out a procedure.	Lesson 17: Examining Tolerance in the Media
		3.2.PO 2 Determine what information (e.g., steps in directions, legend, supplies needed, illustrations, diagram, sequence) is extraneous in functional text.	
		3.2.PO 3 Interpret details from a variety of functional text (e.g., warranties, product information, technical manuals, instructional manuals, consumer safety publications) for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).	
		3.2.PO 4 Evaluate the adequacy of details and facts from functional text to achieve a specific purpose.	Lesson 17: Examining Tolerance in the Media
	3.3 Explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies.	3.3.PO 1 Determine the author's specific purpose for writing the persuasive text.	Lesson 18: Subvertisement Assignment
		3.3.PO 2 Evaluate the effectiveness of the facts used to support an author's argument regarding a particular idea, subject, concept, or object.	Lesson 18: Subvertisement Assignment
		3.3.PO 3 Describe the intended effect of persuasive strategies and propaganda techniques (e.g., bandwagon, peer pressure, repetition, testimonial, transfer, loaded words) that an author uses.	Lesson 18: Subvertisement Assignment

		3.3.PO 4 Identify specific instances of bias in persuasive text. Examine print media for bias Examine print media for bias Lesson 18: Subvertisement Assignment	Lesson 18: Subvertisement Assignment
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