



Alignment Document
State of Florida and Aventa Learning

Language Arts 8

Strand	Common Curriculum Goal	Standard	Lesson Name
Reading Process	Fluency	The student will adjust reading rate based on purpose, text difficulty, form, and style.	Throughout course
	Vocabulary Development	The student will use new vocabulary that is introduced and taught directly;	22: Importance of culture 21: Modern cultural traditions 7: Introduction to theme "search for self" 13: Introduction to thematic unit- tolerance 23: Cultural traditions abroad 20: Cultural traditions in America 4: Revisit memoir

			<p>10: Metaphor and my life</p> <p>9: Characterization and self-improvement</p> <p>32: Social justice in informative writing</p> <p>1: Introduction to theme and reading strategies</p> <p>16: Examine tolerance in science</p>
		The student will listen to, read, and discuss familiar and conceptually challenging text;	<p>7: Introduction to theme "search for self"</p> <p>1: Introduction to theme and reading strategies</p>
		The student will use context clues to determine meanings of unfamiliar words;	<p>22: Importance of culture</p> <p>29: End of unit review</p> <p>30: Introduction to theme-social justice</p> <p>3: Determination, a universal theme</p> <p>25: Introduction to theme-times of war</p>

			<p>7: Introduction to theme "search for self"</p> <p>4: Revisit memoir</p> <p>20: Cultural traditions in America</p> <p>10: Metaphor and my life</p> <p>14 and 15: Examine tolerance and American history</p> <p>1: Introduction to theme and reading strategies</p>
		The student will categorize key vocabulary and identify salient features;	<p>12: Vocabulary Review and language usage training</p> <p>7: Introduction to theme "search for self"</p> <p>9: Characterization and self-improvement</p> <p>1: Introduction to theme and reading strategies</p>
		The student will relate new vocabulary to familiar words;	<p>12: Vocabulary Review and language usage training</p>

			<p>7: Introduction to theme "search for self"</p> <p>9: Characterization and self-improvement</p> <p>1: Introduction to theme and reading strategies</p>
		The student will distinguish denotative and connotative meanings of words;	12: Vocabulary Review and language usage training
		The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;	12: Vocabulary Review and language usage training
		The student will identify advanced word/phrase relationships and their meanings;	12: Vocabulary Review and language usage training
		The student will determine the correct meaning of words with multiple meanings in context;	<p>12: Vocabulary Review and language usage training</p> <p>7: Introduction to theme "search for self"</p> <p>9: Characterization and self-improvement</p> <p>1: Introduction to theme and reading strategies</p>
		The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices	12: Vocabulary Review and language usage training

		by using a dictionary, thesaurus, and digital tools; and	<p>7: Introduction to theme "search for self"</p> <p>9: Characterization and self-improvement</p> <p>1: Introduction to theme and reading strategies</p>
		The student will identify the meaning of words and phrases derived from Anglo-Saxon, Greek, and Latin mythology.	12: Vocabulary Review and language usage training
	Reading Comprehension	The student will use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;	<p>22: Importance of culture</p> <p>21: Modern cultural traditions</p> <p>7: Introduction to theme "search for self"</p> <p>13: Introduction to thematic unit- tolerance</p> <p>23: Cultural traditions abroad</p> <p>20: Cultural traditions in America</p> <p>4: Revisit memoir</p> <p>10: Metaphor and my life</p>

			<p>9: Characterization and self-improvement</p> <p>32: Social justice in informative writing</p> <p>1: Introduction to theme and reading strategies</p> <p>16: Examine tolerance in science</p>
		<p>The student will analyze the authors purpose and/or perspective in a variety of texts and understand how they affect meaning;</p>	<p>6: Determination unit interdisciplinary (social studies) project</p> <p>25: Introduction to theme-times of war</p> <p>7: Introduction to theme "search for self"</p> <p>27: War and poetry</p>
		<p>The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;</p>	<p>22: Importance of culture</p> <p>3: Determination, a universal theme</p> <p>25: Introduction to theme-times of war</p> <p>7: Introduction to theme</p>

			<p>"search for self"</p> <p>4: Revisit memoir</p> <p>23: Cultural traditions abroad Determination in poetry</p> <p>14 and 15: Examine tolerance and American history</p> <p>16: Examine tolerance in science</p> <p>1: Introduction to theme and reading strategies</p>
		The student will identify cause-and-effect relationships in text;	<p>Lesson 8: Voice and Point of View</p> <p>Lesson 9: Characterization and Self-Improvement</p>
		The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;	Lesson 31: Write Persuasively
		The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;	<p>26: War and the short story</p> <p>9: Characterization and self-improvement</p>

			<p>14 and 15: Examine tolerance and American history</p> <p>27: War and poetry</p>
		<p>The student will compare and contrast elements in multiple texts (e.g., setting, characters, problems); and</p>	<p>Lesson 8: Voice and Point of View</p> <p>Lesson 9: Characterization and Self-Improvement</p> <p>Lesson 1: Introduction to Theme and Reading Strategies</p> <p>Lesson 23: Cultural Traditions Abroad</p>
		<p>The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.</p>	<p>7: Introduction to theme "search for self"</p> <p>1: Introduction to theme and reading strategies</p>
Literary Analysis	Fiction	<p>The student will identify, analyze, and compare the characteristics of various genres (e.g., poetry, fiction, short story, dramatic literature) as forms chosen by an author to accomplish a purpose;</p>	<p>Lesson 8: Voice and Point of View</p> <p>Lesson 9: Characterization and Self-Improvement</p> <p>Lesson 1: Introduction to Theme and Reading Strategies</p> <p>Lesson 23: Cultural Traditions Abroad</p>

		<p>The student will locate and analyze elements of characterization, setting, and plot, including rising action, conflict, resolution, theme, and other literary elements as appropriate in a variety of fiction;</p>	<p>Lesson 8: Voice and Point of View Lesson 9: Characterization and Self-Improvement Lesson 1: Introduction to Theme and Reading Strategies Lesson 23: Cultural Traditions Abroad 33: Social justice in short stories 19: Introduction to theme-cultural traditions</p>
		<p>The student will locate various literary devices (e.g., sound, meter, figurative and descriptive language), graphics, and structure and analyze how they contribute to mood and meaning in poetry;</p>	<p>26: War and the short story 9: Characterization and self-improvement 14 and 15: Examine tolerance and American history 27: War and poetry 29: End of unit review 26: War and the short story 33: Social justice in short stories</p>

			<p>28: War in media</p> <p>5: Determination in poetry</p> <p>27: War and poetry</p>
		<p>The student will identify and analyze universal themes and symbols across genres and historical periods, and explain their significance;</p>	<p>34: Social justice in the media</p> <p>3: Determination, a universal theme</p> <p>28: War in media</p> <p>19: Introduction to theme-cultural traditions</p> <p>25: Introduction to theme-times of war</p> <p>13: Introduction to thematic unit- tolerance</p> <p>10: Metaphor and my life</p> <p>18: Unit Project- Public service campaign</p> <p>5: Determination in poetry</p> <p>1: Introduction to theme and reading strategies</p>

			17: Examine tolerance in media
		The student will develop an interpretation of a selection and support through sustained use of examples and contextual evidence;	28: War in media 19: Intorduction to theme-cultural traditions 10: Metaphor and my life 18: Unit Project- Public service campaign 5: Determination in poetry 1: Introduction to theme and reading strategies 17: Examine tolerance in media
		The student will compare literary texts that express a universal theme, providing textual evidence (e.g., examples, details, quotations) as support for the identified theme;	28: War in media 19: Intorduction to theme-cultural traditions 25: Introduction to theme-times of war 18: Unit Project- Public service campaign

			<p>5: Determination in poetry</p> <p>1: Introduction to theme and reading strategies</p> <p>17: Examine tolerance in media</p> <p>27: War and poetry</p>
		The student will locate and analyze an author's use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice is used to appeal to the reader's senses and emotions, providing evidence from text to support the analysis;	26: War and the short story
		The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;	26: War and the short story
		The student will describe changes in the English language over time, and support these descriptions with examples of literary texts; and	26: War and the short story
		The student will use interest and recommendation of others to select a balance of age and ability appropriate fiction materials to read (e.g., novels, historical fiction, mythology, poetry) to expand the core foundation of	<p>22: Importance of culture</p> <p>21: Modern cultural traditions</p> <p>6: Determination unit</p>

		<p>knowledge necessary to function as a fully literate member of a shared culture.</p>	<p>interdisciplinary (social studies) project</p> <p>19: Introduction to theme-cultural traditions</p> <p>12: Vocabulary Review and language usage training</p> <p>23: Cultural traditions abroad</p> <p>10: Metaphor and my life</p> <p>5: Determination in poetry</p>
	<p>Nonfiction</p>	<p>The student will locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words);</p>	<p>29: End of unit review</p> <p>21: Modern cultural traditions</p> <p>25: Introduction to theme-times of war</p> <p>7: Introduction to theme "search for self"</p> <p>12: Vocabulary Review and language usage training</p> <p>23: Cultural traditions abroad</p> <p>4: Revisit memoir</p>

			<p>10: Metaphor and my life</p> <p>14 and 15: Examine tolerance and American history</p> <p>1: Introduction to theme and reading strategies</p>
		<p>The student will synthesize and use information from the text to state the main idea or provide relevant details;</p>	<p>22: Importance of culture</p> <p>29: End of unit review</p> <p>30: Introduction to theme-social justice</p> <p>3: Determination, a universal theme</p> <p>25: Introduction to theme-times of war</p> <p>7: Introduction to theme "search for self"</p> <p>4: Revisit memoir</p> <p>20: Cultural traditions in America</p> <p>10: Metaphor and my life</p>

			<p>14 and 15: Examine tolerance and American history</p> <p>1: Introduction to theme and reading strategies</p>
		<p>The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting);</p>	<p>21: Modern cultural traditions</p> <p>25: Introduction to theme-times of war</p> <p>7: Introduction to theme "search for self"</p> <p>12: Vocabulary Review and language usage training</p> <p>23: Cultural traditions abroad</p> <p>4: Revisit memoir</p> <p>10: Metaphor and my life</p> <p>14 and 15: Examine tolerance and American history</p> <p>1: Introduction to theme and</p>

			reading strategies
		The student will identify and analyze the characteristics of a variety of types of text (e.g., reference works, reports, technical manuals, newspapers, magazines, biographies, periodicals, procedures, instructions, practical/functional texts); and	<p>34: Social justice in the media</p> <p>24: Create a culture and civilization</p> <p>11: Myself and the world around me</p> <p>30: Introduction to theme-social justice</p> <p>6: Determination unit interdisciplinary (social studies) project</p> <p>28: War in media</p> <p>18: Unit project</p> <p>13: Introduction to thematic unit- tolerance</p>
		The student will use interest and recommendation of others to select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function	<p>22: Importance of culture</p> <p>21: Modern cultural traditions</p> <p>6: Determination unit interdisciplinary (social studies) project</p>

		as a fully literate member of a shared culture.	<p>19: Intorduction to theme-cultural traditions</p> <p>12: Vocabulary Review and language usage training</p> <p>23: Cultural traditions abroad</p> <p>10: Metaphor and my life</p> <p>5: Determination in poetry</p>
Writing Process	Prewriting	The student will prewrite by generating ideas from multiple sources (e.g., prior knowledge, discussion with others, writers notebook, research materials, or other reliable sources) based upon teacher-directed topics and personal interests;	<p>35: Social justice and careers</p> <p>31: Write persuasively</p> <p>28: War in media</p> <p>5: Determination in poetry</p> <p>2: Introduction to the writing process</p>
		The student will prewrite by making a plan for writing that addresses purpose, audience, main idea, logical sequence, and time frame for completion; and	<p>35: Social justice and careers</p> <p>31: Write persuasively</p> <p>28: War in media</p> <p>5: Determination in poetry</p> <p>2: Introduction to the writing</p>

			process
		The student will prewrite by using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.	35: Social justice and careers 31: Write persuasively 28: War in media 5: Determination in poetry 2: Introduction to the writing process
	Drafting	The student will draft writing by developing ideas from the prewriting plan using primary and secondary sources appropriate to the purpose and audience;	9: Characterization and self-improvement 2: Introduction to the writing process
		The student will draft writing by establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant; and	9: Characterization and self-improvement 2: Introduction to the writing process
		The student will draft writing by analyzing language techniques of professional authors (rhythm, varied sentence structure) to develop a personal style, demonstrating a command of language with freshness of expression.	9: Characterization and self-improvement 2: Introduction to the writing process
	Revising	The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and	35: Social justice and careers 31: Write persuasively

		sentence variation;	5: Determination in poetry 9: Characterization and self-improvement 2: Introduction to the writing process
		The student will revise by creating clarity and logic by maintaining central theme, idea, or unifying point and developing relationships among ideas;	35: Social justice and careers 31: Write persuasively 5: Determination in poetry 9: Characterization and self-improvement 2: Introduction to the writing process
		The student will revise by creating precision and interest by elaborating ideas through supporting details (e.g., facts, statistics, expert opinions, anecdotes), a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus); and	35: Social justice and careers 31: Write persuasively 5: Determination in poetry 9: Characterization and self-improvement 2: Introduction to the writing process
		The student will revise by applying appropriate tools or strategies to	35: Social justice and careers

		evaluate and refine the draft (e.g., peer review, checklists, rubrics).	31: Write persuasively 5: Determination in poetry 9: Characterization and self-improvement 2: Introduction to the writing process
	Editing for Language Conventions	The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words and using a dictionary, thesaurus, or other resources as necessary;	31: Write persuasively 5: Determination in poetry 9: Characterization and self-improvement 2: Introduction to the writing process
		The student will edit for correct use of capitalization, including names of academic courses (e.g., Algebra I) and proper adjectives (e.g., German shepherd, Italian restaurant);	31: Write persuasively 5: Determination in poetry 9: Characterization and self-improvement 2: Introduction to the writing process
		The student will edit for correct use of punctuation, including commas, colons, semicolons, quotation marks, and apostrophes;	31: Write persuasively

		The student will edit for correct use of the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection), regular and irregular verbs, and pronoun agreement; and	31: Write persuasively
		The student will edit for correct use of subject/verb agreement, noun/pronoun agreement.	31: Write persuasively
	Publishing	The student will prepare writing using technology in a format appropriate to audience and purpose (e.g., manuscript, multimedia);	All electronic- on-line course
		The student will use elements of spacing and design for graphics (e.g., tables, drawings, charts, graphs) when applicable to enhance the appearance of the document; and	31: Write persuasively
		The student will share the writing with the intended audience.	31: Write persuasively
Writing Applications	Creative	The student will write narrative accounts with an engaging plot (including rising action, conflict, suspense, climax, falling action and resolution), and that use a range of appropriate strategies and specific narrative action (e.g., dialogue, movement, gestures, expressions) and include well-chosen details using both narrative and descriptive strategies (e.g., relevant dialogue, specific action,	29: End of unit review 9: Characterization and self-improvement

		physical description, background description, comparison/contrast of characters); and	
		The student will write a variety of expressive forms (e.g., realistic fiction, one-act play, suspense story, poetry) that according to the type of writing employed, incorporate figurative language, rhythm, dialogue, characterization, plot, and appropriate format.	31: Write persuasively
	Informative	The student will write in a variety of informational/expository forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions);	30: Introduction to theme-social justice 21: Modern cultural traditions 7: Introduction to theme "search for self" 32: Social justice in informative writing 1: Introduction to theme and reading strategies
		The student will record information (e.g., observations, notes, lists, charts, legends) related to a topic, including visual aids to organize and record information, as appropriate, and attribute sources of information;	30: Intorduction to theme-social justice 21: Modern cultural traditions

			<p>7: Introduction to theme "search for self"</p> <p>32: Social justice in informative writing</p> <p>1: Introduction to theme and reading strategies</p>
		<p>The student will write specialized informational/expository essays (e.g., process, description, explanation, comparison/contrast, problem/solution) that include a thesis statement, supporting details, an organizational structure particular to its type, and introductory, body, and concluding paragraphs;</p>	<p>Lesson 18: Unit Project-Public Service Campaign</p>
		<p>The student will write a variety of informal communications (e.g., friendly letters, thank-you notes, messages) and formal communications (e.g., conventional business letters, invitations) that follow a format and that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature; and</p>	<p>Lesson 18: Unit Project-Public Service Campaign</p>
		<p>The student will write detailed directions to unfamiliar locations using cardinal and ordinal directions, landmarks, streets, and distances, and create an accompanying map.</p>	<p>Lesson 18: Unit Project-Public Service Campaign</p>

	Persuasive	The student will write persuasive text (e.g., advertisement, speech, essay, public service announcement) that establishes and develops a controlling idea, and supports arguments for the validity of the proposed idea with detailed evidence; and	31: Write persuasively
		The student will include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony, symbols, glittering generalities, card stacking).	31: Write persuasively
Communication	Penmanship	The student will use fluent and legible handwriting skills.	Throughout course
	Listening and Speaking	The student will demonstrate effective listening skills and behaviors for a variety of purposes, and demonstrate understanding by paraphrasing and/or summarizing;	31: Write persuasively
		The student will use effective listening and speaking strategies for informal and formal discussions, connecting to and building on the ideas of a previous speaker and respecting the viewpoints of others when identifying bias or faulty logic;	31: Write persuasively
		The student will select and use a variety of creative oral language techniques for clarity and effect (e.g., connotation, denotation, hyperbole, understatement);	31: Write persuasively

		The student will research, organize, and effectively deliver speeches to entertain, inform, and persuade; and	31: Write persuasively
		The student will demonstrate language choices, body language, eye contact, gestures, and appropriate use of graphics and available technology.	31: Write persuasively
Information and Media Literacy	Informational Text	The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding;	34: Social justice in the media 24: Create a culture and civilization 11: Myself and the world around me 30: Introduction to theme-social justice 6: Determination unit interdisciplinary (social studies) project 28: War in media 18: Unit project 13: Introduction to thematic unit- tolerance
		The student will use information from a variety of consumer (e.g., warranties,	34: Social justice in the media

		instructional manuals), workplace (e.g., applications, contracts) and other documents to explain a situation and justify a decision; and	<p>24: Create a culture and civilization</p> <p>11: Myself and the world around me</p> <p>30: Intorduction to theme-social justice</p> <p>6: Determination unit interdisciplinary (social studies) project</p> <p>28: War in media</p> <p>18: Unit project</p> <p>13: Introduction to thematic unit- tolerance</p>
		The student will create a technical manual or solve a problem.	18: Unit project
	Research Process	The student will select a topic and develop a search plan with multiple research strategies, and apply evaluative criteria (e.g., scope and depth of content, authority, reputation of author/publisher, objectivity, freedom from bias) to assess appropriateness of resources;	<p>22: Importance of culture</p> <p>30: Intorduction to theme-social justice</p> <p>21: Modern cultural traditions</p> <p>3: Determination, a universal</p>

			<p>theme</p> <p>7: Introduction to theme "search for self"</p> <p>32: Social justice in informative writing</p> <p>1: Introduction to theme and reading strategies</p>
		<p>The student will assess, organize, synthesize, and evaluate the validity and reliability of information in text, using a variety of techniques by examining several sources of information, including both primary and secondary sources;</p>	<p>22: Importance of culture</p> <p>30: Intorduction to theme-social justice</p> <p>21: Modern cultural traditions</p> <p>3: Determination, a universal theme</p> <p>7: Introduction to theme "search for self"</p> <p>32: Social justice in informative writing</p> <p>1: Introduction to theme and reading strategies</p>
		<p>The student will write an informational report that includes a focused topic,</p>	<p>Lesson 18: Unit Project-Public Service Campaign</p>

		appropriate facts and relevant details, a logical sequence, a concluding statement, and a list of sources used; and	
		The student will understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.	Lesson 18: Unit Project-Public Service Campaign
	Media Literacy	The student will analyze ways that production elements (e.g., graphics, color, motion, sound, digital technology) affect communication across the media;	Lesson 28: War in the Media
		The student will demonstrate the ability to select and ethically use print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation; and	Lesson 28: War in the Media
		The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media.	Lesson 28: War in the Media
	Technology	The student will use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, digital technology); and	Lesson 18: Unit Project-Public Service Campaign
		The student will evaluate and apply digital tools (e.g., word, processing, multimedia authoring, web tools, graphic organizers) to publications and	Lesson 28: War in the Media

		presentations.	
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